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імені Лесі Українки**

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ІНОЗЕМНА МОВА (АНГЛІЙСЬКА)

ЧАСТИНА I

***НАВЧАЛЬНО-МЕТОДИЧНИЙ ПОСІБНИК
ДЛЯ СТУДЕНТІВ II КУРСУ
ФАКУЛЬТЕТУ МІЖНАРОДНИХ ВІДНОСИН***

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Навчально-методичний посібник є першою частиною курсу “Іноземна мова (англійська)”. Матеріал розбито на чотири модулі, кожен з яких містить оригінальні тексти з творів англійських та американських авторів, розробку словника та завдань до них. Подано зразки розмовних тем, активний вокабуляр та вправи комунікативного характеру. Крім того, кожен розділ містить пояснення граматичних явищ і завдання, що сприяють їх засвоєнню. Призначено для студентів I курсу факультету міжнародних відносин.

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Призначено для студентів II курсу факультету міжнародних відносин.

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MODULE 1

UNIT 1

OUR WORLD

I. *TEXT*

Complete Gap Round the World

Some people know exactly what they want to do and see as they **traverse** the **globe**, whereas other people just know they want to get out and see the world but don't have any specific ideas. Here are a few **tips** to get you on your way:

Examine a map of the **world**. Make a list of all the places you've always wanted to go to and any others that take your fancy. Have a think about what you would like to do in each of your choice **destinations** – volunteer projects, paid work, just travelling and sightseeing or a mixture of all of them. Think about how long you would like your whole trip to be and how long you'd like to spend in each country. Can you arrange a career break? Consider your budget – how much can you afford to **spend** on the trip and how much spending money will you need to take with you. When would you like your adventure to begin? Have a look into the climate conditions of each of your chosen destinations and use that as a guide. Are you going to be travelling alone or with a friend/partner/travel companion? Do you need to put any arrangements in place for your home, family, car etc? What are the options?

I have always had a sense of adventure. After a life of work my marriage drifted apart, we sold the house and I took off on my motorbike to **travel** around the whole of Britain's **coastline**. Whilst on this trip I decided to travel further afield and explore the world. The aim was to travel for somewhere else, no more package tours.

For many years we had fostered and cared for children. I had an inner voice that I couldn't ignore. I wanted to give something back, to share a smile and instead of donating money to charity I wanted to be the donation. I wanted to be of help and make a difference. After searching the internet and numerous overseas charities, I found 'Gap Year for Grown Ups'. The idea of volunteer work touched my heart and I decided this would be the focus of my gap year.

The planning of my trip took 6 months to get it right. I felt calm throughout this period and suddenly I got a reality check on what was about to come and suddenly felt 'what am I doing'. All perfectly natural I think and it really didn't last for long.

My background is in electronics and engineering and it was great to be able **to bring in** these skills to the **communities** of my volunteer work. It helps for someone to go in with fresh eyes to help out. There are so many opportunities to

make a difference, no matter how small, and what you really do. First I learnt that I had to leave quickly any comparisons, inhibitions and suspicions behind in the UK.

South Africa was my first stop on the Leopard Research programme close to Kruger National Park, then the privately funded Emelela HIV & aids project, finishing with a tour of the Garden route from Cape Town to George Town.

Then across to India, working on the Rajasthan programme, volunteering with children. It was a bit of a culture shock when I first arrived, all those honking horns. When I got used to it was an unbelievable place and would be my first choice to return back to. Onto Australia for conservation work and adventure tours, followed by some travelling around Thailand, Cambodia and Laos.

My last stop was Malaysia - I spent a month in Borneo working with a **tribal** community, I fixed leaky pipes, built a picnic area out of tree stumps and slashed through overgrown forest with machetes to make way for a clear walking trail. My last programme was 2 months on the beautiful Perhentian Islands on a turtle conservation programme.

I can't possibly **round up my time away**, there is no way I can attempt to convey the effect that this trip had on me in only a couple of pages. So many things I experienced, I met so many people and learnt so much. The main **highlights** for me were in meeting the people and experiencing new cultures, languages and the innocence of young children smiles of that have nothing.

I feel **humbled** by all that I have seen, working with people in poverty, with AIDS/HIV – it has ripped apart everything that I thought was important in life and it has made me more aware of the 'bigger picture'. My trip of course consists of the usual travelling anecdotes, you cannot travel round the world without experiencing some little **mishaps** along the way. Some of my favourites included losing my passport at Johannesburg airport, boarding the wrong plane and on day 2 of my travels being checked for drug trafficking.

Besides these are the things that you learn from, overcome and grow stronger because of them. I was planning to stay out much longer than a year but one day whilst watching the movie Love Actually in Australia I felt the call to come home.

This was the 27th December and I had made up my mind to surprise my friends and family on New Years Eve – only one problem this is the busiest time of the year to travel. My friends organised a leaving do that night and I got a flight the very next day down to Sydney. At the check in desk they asked me 'just how much do you want to get home Mr Burnham?' There was a plane boarding in 5 minutes. I was almost the last person to board and arrived back at Heathrow just 12 hours later.

And what does the future hold for me now? Well you know what? I still want to travel but I have no plans at all. How amazing is that?! I have an entirely different outlook on life now, I have nothing but my computer and my motorbike as I have realised that no material things are important. Travel round the world truly broadens the mind.

(From "Tailor-made Complete Gap Round the World" by Laurence Burnham)

Vocabulary Notes

A. South Africa – *a country occupying the southern-most part of the continent of Africa* (Південна Африка).

Kruger National Park – *a national park in eastern South Africa on Mozambique border* (Крюгерський національний парк).

Cape Town – *the legislative capital of South Africa and administrative province of Western Cape* (Кейптаун).

George Town – *1) the capital of the Cayman Islands, on the island of Grand Cayman. 2) the chief port of Malaysia and capital of the state Penang* (Джорджтаун).

India – *a country in southern Asia occupying the greater part of the Indian subcontinent; capital, New Delhi* (Індія).

Rajasthan – *a state in western India, on the Pakistani border, capital, Jaipur* (Раджастан).

Australia – *an island country and continent of the southern hemisphere, in the SW pacific; capital, Canberra* (Австралія).

Thailand – *a kingdom in SE Asia; capital, Bangkok* (Таїланд).

Cambodia – *a country in SE Asia between Thailand and southern Vietnam; capital, Phnom Penh* (Камбоджа).

Laos – *a landlocked country in SE Asia; capital, Vientiane* (Лаос).

Malaysia – *a country in SE Asia; capital, Kuala Lumpur* (Малайзія).

Borneo – *a large island of the Malay Archipelago* (Борнео).

Perhentian Islands –

Johannesburg – *a city in South Africa, the capital of the province of Gauteng* (Йоганнесбург).

Sydney – *the capital of New South Wales in SE Australia* (Сідней).

B: to traverse – *v [trans.] 1) travel across or through* (перетинати, переїжджати):

E.g. He traversed the forest.

2) [trans.] move back and forth or sideways (рухатися у різні боки):

E.g. A probe is traversed along the tunnel.

globe – *n 1) (the globe) the earth* (земна куля)

E.g. They receive news from all over the globe.

2) a spheric or rounded object (куля, шар)

E.g. Orange trees clipped into giant globes.

tip – *n 1) a sum of money given to somebody* (чайові, невеликий грошовий подарунок)

E.g. He left her a generous tip.

2) a small but usefull piece of practical advice (натяк, порада)

E.g. Take my tip please.

world – *n 1) (the world) the earth together with all of its countries and peoples* (світ, всесвіт)

E.g. He was doing his bit to save the world.

2) a particular region or group of countries (світ, спільнота)

E.g. the English-speaking world.

3) human and social interaction (життя)

E.g. He was almost completely withdrawn from the world.

destination – *n* 1) a place to which someone or something is going or being sent (місце призначення)

E.g. Delft an ideal destination for a relaxing weekend.

2) aim (мета). *E.g.* one's ultimate destination

to spend – *v* [trans.] 1) give (money) to pay for foods, services, or so as to benefit someone or something (витрачати, тратити)

E.g. to spend all money

2) pass time in a specified way or in particular place (проводити час)

E.g. She spent a lot of time travelling.

to travel – *v* [trans.] 1) make a journey, typically of some length (подорожувати, мандрувати)

E.g. The vessel had being travelling from Libya to Ireland.

2) be successful away from the place of origin (успішно розповсюджуватися)

E.g. Accordion music travels well.

3) move, typically in a constant way (переміщатися, поширюватися)

E.g. Light travels faster than sound.

coastline – *n* a land along the coast (берегова лінія)

E.g. Their windows faced the coastline.

to bring in – *v* [trans.] 1) to introduce a new law or product (вносити на розгляд)

E.g. Congress brought in some reforms.

2) (of a jury) give a decision in court. *E.g.* The jury brought in a unanimous decision (виносити вердикт)

3) to apply (запроваджувати). *E.g.* to bring in a new custom.

Remember other phrasal verbs:

bring about – to cause. *E.g.* Nobody remember what brought about the quarrel..

bring around – to convince. *E.g.* She brought them around to our point of view.

bring back – to return. *E.g.* to bring somebody back to life.

bring down – to call for. *E.g.* The artillery spotter brought down fire on the enemy tanks.

bring forward – to introduce. *E.g.* A plan was brought forward to allow workers to share in profits.

bring in – to include. *E.g.* We must bring them in our plans.

bring out – to evoke. *E.g.* When are you going to bring out a new record?

bring over – to convince. *E.g.* The agent brought over his director and he bought these machines.

bring together – to unite. *E.g.* We brought them together by negotiations.

bring up – 1) to remind. *E.g.* I didn't want to bring up the subject to her at that time.

2) to confront with. *E.g.* The drought brought us up against serious difficulties.

3) to raise. *E.g.* When talking to Mary, Max never brings up her criminal record for discussion..

4) to lift. *E.g.* We brought their proficiency up to the required level.

5) to educate, to raise. *E.g. The brought the children up on the stories about the Old World.*

community – *n* 1) a group of people living together in one place (громада, община).

E.g. a rural community/local communities.

2) a group of people having a religion, race, profession, or other particular characteristic in common (об'єднання співтовариство).

E.g. a scientific community.

3) the people of a district or country considered collectively, especially of social values and responsibilities (суспільство).

E.g. the welfare of the community.

round up – *v* [trans.] 1) to alter to one less exact but more convenient for calculations (округляти)

E.g. The committee rounded up all figures.

highlight – *n* an outstanding part of an event or period of time, a bright or reflective area in a painting, picture, or design (кульмінаційний момент, окраса).

E.g. Bob Wilson presents the highlights of today's semi-final.

humbled – *v* [intrans.] to cause someone to feel less important or proud (принижувати, упокорювати). *E.g. to humble oneself.*

HIV – *abbreviation for* human immunodeficiency virus, a retrovirus which causes Aids.

mishap – *n* an unlucky accident (невдача, нещастя). *E.g. After so many mishaps she is happy now.*

EXERCISES

I. Read the text and find the equivalents to the following words and expressions:

1. об'їхати земну кулю;
2. декілька порад;
3. огляд визначних місць;
4. екскурсія;
5. подорожувати навколо світу;
6. досліджувати світ;
7. запроваджувати уміння;
8. невдача;
9. берегова лінія;
10. громада, община;
11. робити відкриття;
12. «окраса», «родзинка» програми;
13. розривати стосунки, сваритися;
14. бути пригніченим, подавленим;
15. розширювати кругозір.

II. Fill in the words from the list, use them in the sentences of your own:

travel, discovered, highlight, community, coastline, country, tour, globe, mishap, traverses.

1. They sell goods from all over the _____.
2. Sammy's gone on a school _____.
3. She joined the Royal Shakespeare Company on _____.
4. The whole _____ took to the streets.
5. Fleming _____ penicillin early in the twenties century.
6. The railway _____ the country.
7. He views that season as the _____ of his career.
8. Preparing prisoners for life back in the _____ is very difficult task.
9. His job involves a lot of _____.
10. The hotel has wonderful views of the rugged _____.

III. Fill in the correct prepositions:

1. We travelled thousands of miles _____ the world.
2. He was humbled _____ his many ordeals.
3. The countries ripped _____ by fighting.
4. We'll round the weight _____ to the nearest kilo.
5. Lewis and his father drifted _____.
6. The officer took _____ after his men.
7. He has numerous animals to care _____.
8. She is always ready to be _____ help.
9. The firm has spent £ 1000,000 _____ hardware.
10. The proceeds will be donated _____ to an Aids awareness charity.

IV. Fill in the correct prepositions after the verb to bring:

1. Congress brought _____ reforms to prevent abuse of presidential power.
2. What did she say to bring you _____? Yesterday, you didn't want to buy the island.
3. The doctor brought him _____ to life.
4. Small incomes and poor housing conditions brought _____ the birth rate in Ukraine.
5. They brought the price _____ to a reasonable figure.
6. We must bring them _____ our plans.
7. The crisis brought _____ the best in her.
8. Madonna has just brought _____ a new record.
9. My mother walks out of the room when my father brings _____ sports.
10. Our parents brought us _____ to respect others.
11. We planned to discuss overtime pay in the meeting. Why didn't someone bring that topic _____?
12. The crisis was brought _____ by Brenda's resignation.
13. After much discussion, I brought the committee _____ to my point of view.
14. Joe's mother brought him _____ well. She loved him and cared for him.

15. If these facts don't bring him _____ then there is nothing to rack the wits about.

V. Translate the sentences using the verb *to bring*:

1. Мауглі – це хлопчик, вирощений вовками.
2. Хоча їй важко було виховувати дітей самотійно, вона ніколи не скаржилася.
3. Сильні дощі призвели до надзвичайно великої повені.
4. Ми підняли тему відпочинку відразу після обіду, коли батько був у гарному настрої.
5. Він дуже впертий, якщо він увіб'є собі щось у голову, його дуже важко переконати.
6. Ця історія повертає спогади про нашу подорож до Африки.
7. Лікар використав нашатирний спирт, щоб привести пацієнта до тями.
8. Я впевнений, що мені необхідно згадати ще деякі деталі.
9. Мене виховували на дуже суворих правилах.
10. Вона випускає новий роман.

VI. a) read and translate the text; b) make up the list of places that many people find to be huge highlights of a round the world trip; b) describe your global tour.

11 places you should definitely try to see on a round the world trip

Our world is filled with must-see sights and attractions, and some of them are far easier to reach than others. Seeing the Eiffel Tower or the Coliseum in Rome is very easy. Sights like those are best left to your regional trip. But the world is also home to a nearly infinite list of excellent sights and attractions that are harder to see without going to great lengths. Many of Earth's greatest attractions are spread around the globe in places that aren't conquered so easily.

Those planning a Round The World (RTW) trip have a special advantage in their sightseeing future, since just a short jump can put them in one of these outstanding places. The list below could be 100 places long. Nevertheless, here are 11 places that many people find to be huge highlights of a RTW trip, and it's also fairly easy to string many of these together on the average global tour.

1 – *Iguazu Falls, Argentina/Brazil*

Globally speaking, these falls are far more impressive than Niagara, and their only rival is Victoria Falls on the border of Zambia and Zimbabwe, and that one is far too out of the way for most RTW travelers. There are actually 270 separate falls spread over 2.7 kilometers of curving forest, so the number of unique views of the falls is almost endless. Iguazu is spread between Argentina and Brazil, with each side having a very impressive and different national park.

2 – *Machu Picchu, Peru*

It's hard to find past visitors who regret stopping off at one of the planet's most famous checklist attractions – the Lost City of the Incas. There are no roads that reach this charming town at the base of the mountain. Your choices are either

a 2 or 4-day hike along the famous Inca Trail, or a 5-hour train journey that leaves from Cusco each morning. No matter which method you will try, you'll be leaving from the ancient Incan capital city of Cusco, which is an excellent, fun, and beautiful city on its own.

3 – *Tikal, Guatemala*

If you are going to see just one set of Mayan ruins in your life, you might as well make it the largest and grandest of them all. Located in northern Guatemala within the boundaries of the Tikal National Park, these amazing ruins have been discovered deep in a rainforest. The ruins are about 30 kilometers from the small town on an island lake called Flores, which dates back to the 13th Century. The larger town of Santa Elena is just across the way from the island.

4 – *Great Pyramids of Giza, Egypt*

There are quite a few good pyramids in this part of Egypt, but the Great Pyramids of Giza really do live up to their name. In reality they are right on the edge of the huge city of Giza, which is just across the Nile. They are located only about 25 kilometers from central Cairo.

5 – *Petra, Jordan*

Most who visit Jordan find it to be a delightful introduction to the mysterious Middle Eastern culture that seems so menacing for those who only focus on newspaper headlines. This ancient city built into pink rock formations is only one of the many highlights for those who take the trouble to visit this relatively calm part of a troubled region.

6 – *Rajasthan, India*

Rajasthan is the largest state in huge country, and it's also home to much of what people picture when they think of "exotic India." Stop off in the capital of Jaipur for a mind-blowing urban experience, but also be sure to spend some time in one or more of the small towns.

7 – *Angkor Wat, Cambodia*

Angkor Wat is actually just one of the 12th century temples in Cambodia (Southeast Asia) that make up this huge and mind-blowing complex. You can, and probably should, spend a whole day seeing this popular site, but it tends to be very crowded in the middle of the day so it's recommended to go early or late, as the sunrise and sunset over the main temple is a magical experience for those lucky enough to witness it.

8 – *Great Wall of China*

A stop in Beijing gives you a close-up look at one of the world's most important cities, past and future, and it also takes care of two huge highlights for almost any traveler. The Forbidden City is a worthwhile *stop on your visit*. Seeing the Great Wall requires getting out of Beijing. The Badaling section is the closest to the city, most crowded by far, and also breathtaking to see. The Mutianyu section of the Great Wall is only a bit farther away, and yet it gets far fewer visitors.

9 – *Bali, Indonesia*

This small island is one of over 17,000 that make up Indonesia, and yet it has several elements that make it as unique as it is magical. Most of Bali's over 3

million inhabitants practice their own form of Hinduism, which is a stark contrast to the Islam practiced by nearly all the rest of the country. The traditional morning offerings consisting of flowers, incense, and other items in leaf baskets can be seen everywhere you go.

10 – *Great Barrier Reef, Australia*

Seeing the largest collection of living things on the planet is understandably high on the list for any visitor to Australia. If you are a scuba diver then you are all set, but if not you can snorkel, fish, or fly over it, or even see many of the wonders through glass bottom boats and platforms. Most visitors concentrate on the Marine Park not far off the coast of Cairns.

11 – *New Zealand*

It's hard to describe why people go on and on about their love of Kiwiland. The North Island has much to offer, and the hot springs of travelers. There is ever-changing dramatic scenery with each corner you turn, and don't miss stopping at one of the two glaciers, and especially don't miss staying at least a night in the lovely city of Queenstown.

II. TOPIC

At the Map of the World

When you have a look at the map of the world you can see that the greater part of the earth's surface is occupied by oceans, the smallest by land. The total surface of the area of the earth is 510 million square kilometers. The area of the land is 149 million square kilometers, or only 29 per cent of the surface of the globe.

The 4 oceans of the world are linked and are called the World Ocean. The Pacific is the largest and deepest of all oceans, its total area being greater than of all the dry land. Second comes the Atlantic. The Indian Ocean is only slightly smaller than the Atlantic. Far smaller than the rest is the Arctic Ocean with the North Pole in its center. Large landmasses surrounded by oceans and seas are called mainlands or continents. There are six continents in all: the vast continent of Eurasia, Africa, North America, Australia and the Antarctic.

The parts of the world include the continents proper and their adjoining islands. The parts of the world are also six in number. The largest is Asia, America, being slightly smaller. Next in order come Africa, the Antarctic, Europe and Australia. The Atlantic Ocean and its seas wash the western and southern parts of Europe: the North Sea, the Baltic Sea, the Black Sea, the Mediterranean Sea, the White Sea, the Adriatic Sea, Aegean Sea and the Sea of Azov. The Arctic Ocean forms a number of seas along the west of Europe and Asia, the Barents Sea, the White Sea, the Kara Sea, the Laptev Sea, the East Siberian Sea, the **Chukchi** Sea. The Eastern coast of Asia is washed by the Pacific Ocean, the seas of which are much deeper than those of the Arctic Ocean.

To the Northeast of Asia, between seas of the Arctic and Pacific Oceans lies the Chukchi Peninsula. South of the Peninsula is the Bering Sea. The latter is

linked with the Arctic Ocean by the Bering Strait. The Kamchatka Peninsula and Kuril Islands separate the sea of Okhotsk from the Pacific Ocean.

The Island of Sakhalin lies between the Sea of Japan and the Sea of Okhotsk. The Sea of Japan is separated from the ocean by the Japanese Islands. The Korean Peninsula lies between the Sea of Japan and the shallow Yellow Sea. In the south, the Yellow Sea is linked with the East China Sea.

The waters of the Indian Ocean wash the coasts of Asia in the South. That ocean is linked in the South with the China Sea by the Strait of Malacca. There are three large peninsulas in Southern Asia: Indo-china, triangular Hindustan and Arabia.

Arabia is the largest peninsula. It is three and a half times the size of Scandinavia, Europe's largest peninsula. Facing the South between the Indo-China and Hindustan is the Bay of Bengal. Between Hindustan and Arabia is the Arabian Sea. The western part of Arabia is separated from Africa by the Red Sea. The Red Sea is crossed by one of the most important routes leading from Europe to Australia, and to the southern and eastern coasts of Asia by way of the Mediterranean Sea, the Suez Canal and the Indian Ocean.

The waters of three oceans wash North America. In the South, it is separated from South America by the Panama Canal. From Eurasia North America is separated by the Narrow Bering Strait. On one of the largest islands of the Caribbean Sea is the Republic of Cuba.

There is a thick network of rivers in Europe, Asia, South America and North America. Owing to the dryness of the climate, there are very few rivers in Australia. In the wetter regions of Africa, there is a thick network of rivers too. Rivers are important lines of communication, cheaper than railways. They are important source of power. The energy of falling water that drives the machinery at hydroelectric power station is called white coal.

The Nile, the world's greatest river is 6761 kilometers long. The Amazon with its tributary ranks the second in the world in length (6480). The Mississippi with its longest tributary the Missouri ranks the third in the world in length. The Yangtze, the largest river in Eurasia, is 5530 kilometers long. Europe's longest river is the Volga in Russia (3700).

The world's deepest lake is Baikal. The Caspian Sea is the largest salty lake of the planet. Lake Superior, one of the Great Lakes in the North America is the largest freshwater lake of the world. Great Lakes – the Superior, the Michigan, the Huron, the Ontario and the Erie – are connected with the Atlantic Ocean by the river of Saint Lawrence.

The world's great mountain systems are the Andes in South, America and the Rockies in North America. This system is continued in the northeastern coast of Asia, the Isles of Japan, the Philippines, Borneo and New Zealand.

The second mighty system is the Alpine-Himalayan system, which begins with the lofty Pamir in the Roof of the World. One branch, the Tien Shan and Kurlun, extends in the north – easterly direction in Kazakhstan. The highest point of the Himalayas and of the world is Chomolungma. It is 8846 metres high.

Westwards from the central knot of the Pamir the system stretches through Persea, Asia, Minor and the Caucasus mountains into Europe and continues to the Balkans, Carpathians, Alps and Pyrenees.

There are a lot of large and small countries in the world. They differ greatly in the political, cultural, economic development, in their traditions and customs, but the citizens have one thing in common – they inhabit the same planet the Earth.

TOPICAL VOCABULARY

• Continents	• Peninsulas
Europe – Європа, Asia – Азія, Africa – Африка, Australia – Австралія, North America – Північна Америка, South America – Південна Америка, Antarctica – Антарктида.	Arabia – Аравія, the Balkan Peninsula – Балканський півострів, the Crimea – Крим, Asia Minor – Мала Азія, Scandinavia – Скандинавія, Florida – Флорида, Indo-China – Індокитай, Hindustan – Індостан, Kamchatka – Камчатка.
• Islands	• Oceans, seas, rivers, lakes
the Azores – Азорські о-ви, the Aleutian Islands – Алеутські о-ви, the Andaman Islands – Алеутські о-ви, the Antilles – Антильські о-ви, the Bahama Islands=Bahamas – Багамські о-ви, the Bermuda Islands=the Bermudas – Бермудські о-ви, the British Isles – Британські о-ви, the Hawaiian Islands – Гавайські о-ви, the Canary Islands – Канарські о-ви, Cyprus – Кіпр, Corsica – Корсика, Crete – Крит, Corfu – Корфу, Easter Island – о-в Пасхи, the Kuril Islands – Курильські о-ви, the Marshall Islands – Маршалові о-ви, Madeira – Мадера, Majorca – Майорка, Newfoundland – Ньюфаундленд, Okinawa – Окінава, Tierra del Fuego – о-в Вогненна Земля, Sardinia – Сардинія, Sakhalin – Сахалін, Seychelles – Сейшельські о-ви, Sicily – Сицилія, Sumatra – Суматра, the Solomon Islands – Соломонові о-ви,	the Pacific Ocean – Тихий Океан, the Atlantic Ocean – Атлантичний Океан, the Indian Ocean – Індійський Океан, the Arctic Ocean – Північний льодовитий Океан; the Sea of Azov – Азовське море, the Baltic Sea – Балтійське море, the Irish Sea – Ірландське море, the Caribbean Sea – Карибське море, the Sea of Marmora – Мармурове море, the North Sea – Північне море, the Mediterranean Sea – Середземне море, the Black Sea – Чорне море, the Red Sea – Червоне море, the Barents Sea – Баренцове море, the Yellow Sea – Жовте море, the Adriatic Sea – Адріатичне море, the Aegean Sea – Егейське море; the Amazon – Амазонка, the Amur – Амур, the Congo – Конго, the Dnieper – Дніпро, the Dniester – Дністер, the Don – Дон, the Elbe – Ельба, the Hudson – Гудзон, the Loire – Луара, the Mississippi – Міссісіпі, the Missouri – Міссурі,

Tahiti – Таїті, Taiwan – Тайвань, Java – Ява.	the Oka – Ока, the Orange river – Оранжева ріка, the Orinoco the Ruhr the Seine – Сена, the Thames – Темза, the Tiber – Тибр, the Tigris – Тигрова ріка, the Vistula – Вісла; the Baikal – Байкал, Lake Chad – озеро Чад, Lake Erie – озеро Ері, Lake Huron – озеро Гурон, Lake Michigan – озеро Мічиган. Lake Ontario – озеро Онтаріо.
<ul style="list-style-type: none"> • Capes, Mountains 	
Horn – мис Горн, The Cape of Good Hope – мис Доброї Надії; the Andes – Анди, the Apennines – Апенніни, the Appalachian Mountains – Аппалачі, the Balkan Mountains – Балканські гори, the Caucasus – Кавказ, the Himalayas – Гімалаї, the Pamir – Памір.	

Zone – any of five divisions of the Earth's surface according to temperature, marked to imaginary lines running round it from east to west: the **torrid zone**, two **temperate zones**, the two **frigid zones**.

The Arctic – the large land mass surrounding the North Pole.

The Antarctic – the very cold most southern part of the world.

The tundra – a cold treeless plain in the far north of Europe, Asia, North America which is frozen hard in winter.

Forest: coniferous – evergreen; **deciduous** – having leaves that fall off in autumn; **mixed, rain-forest** – a tropical; **woodland(s)** – an area of land covered with growing trees; **forest-steppe, forest-tundra**.

Prairie/prairies – a wide treeless grassy plain, especially in North America.

The steppes – a large area of land without trees, especially that in Russia and parts of Asia and Southern Europe.

Desert – a large sandy piece of land where there is little rain and usually not much plant.

Savanna, -nah – an open flat area of grassy land in a warm part of the world.

Cardinal points: north (from, towards the north, to the north of, in the north, north-east, northern, Northern Lights, the North Pole, north-west), **south** (from, towards the south, to the south of, in the south, south-east, southern, Southern Lights, the South Pole, south-west), **east** (to the east of, in the east, eastern, eastward(s)), **west** (from, towards the west, to the west of, westward(s)).

Archipelago – a group of small islands and the large area of sea around them.

Depression – a part of a surface that is lower than the other parts.

Equator – an imaginary line drawn around the middle of the Earth that is exactly the same distance from the North Pole and to the South Pole.

Hemisphere – a half of the earth (a northern/southern hemisphere).

Latitude – the distance north or south of the Equator measured in degrees.

Longitude – a position on the Earth that is measured in degrees east or west of a meridian. E.g., The city is at longitude 30° west.

Map – a drawing of an area of country showing rivers, roads, mountains, towns etc. *A street/road map. Read a map. Wipe something off the map.*

Lowlands – an area of land that is lower than the land around it.

Meridian – an imaginary line drawn from the North Pole over the surface of the Earth, used to show the position of places on a map.

Parallel – an imaginary line drawn on a map of the Earth, that is parallel to the equator. The 30th parallel.

Plain/plains – a large area of flat dry land.

Plateau – a large area of flat land that is higher than the land around it.

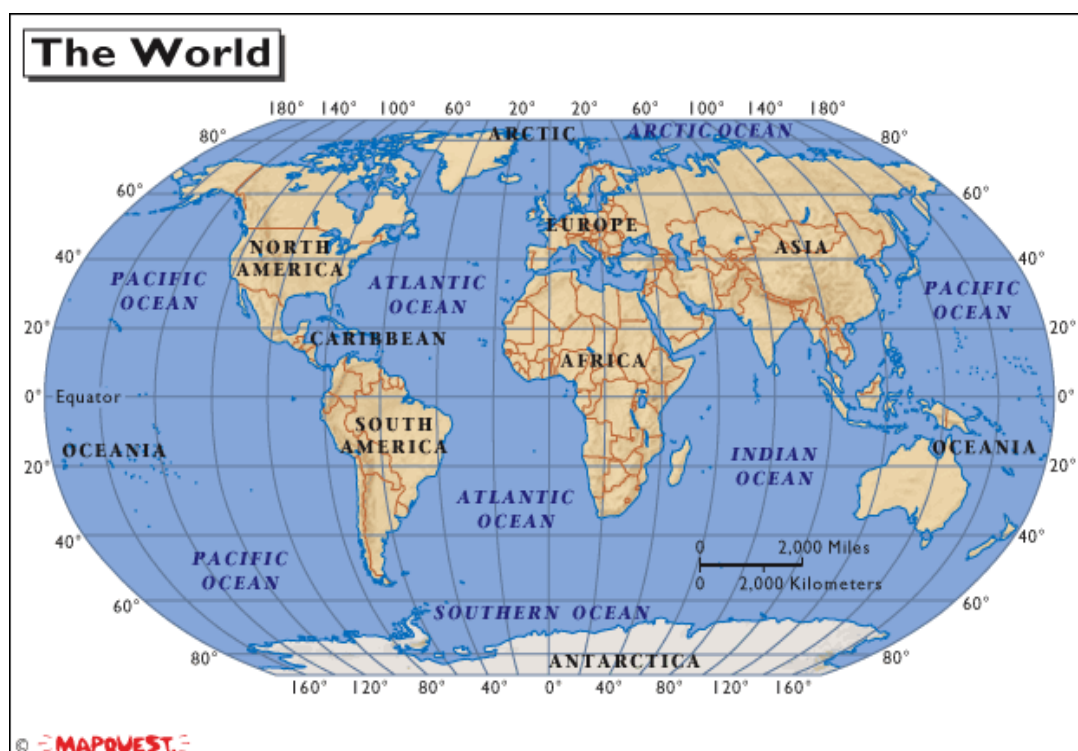
Ridge – a long area of flat dry land, especially at the top of the mountain.

Scale – the relationship between the size of a map and the actual size of the place that it represents. E.g., A scale of 1:500 000. What's the scale of this map?

Valley – an area of land between two lines of hills or mountains, usually with a river flowing through it.

PHRASES AND WORD COMBINATIONS

To be washed by; to border on something; to be situated; to be rich in something.



CULTURE CONTEXT

Country	Capital	Adjective	Person
Afghanistan	Kabul	Afghan	an Afghan
Algeria	Algiers	Algerian	an Algerian
Argentina	Buenos Aires	Argentinian	an Argentinian
Armenia	Yerevan	Armenian	an Armenian
Australia	Canberra	Australian	an Australian
Azerbaijan	Baku	Azerbaijani	an Azerbaijani
Belgium	Brussels	Belgian	a Belgian
Bosnia-Herzegovina	Sarajevo	Bosnian	a Bosnian
Brazil	Brasilia	Brazilian	a Brazilian
Bulgaria	Sofia	Bulgarian	a Bulgarian
Canada	Ottawa	Canadian	a Canadian
Czech Republic	Prague	Czech	a Czech
Chile	Santiago	Chilean	a Chilean
China	Peking	Chinese	a Chinese
Egypt	Cairo	Egyptian	an Egyptian
England	London	English	an Englishman, an Englishwoman
Estonia	Tallin	Estonian	an Estonian
Finland	Helsinki	Finnish	a Finn
France	Paris	French	a Frenchman, a Frenchwoman
Georgia	Tbilisi	Georgian	a Georgian
Germany	Berlin	German	a German
Greece	Athens	Greek	a Greek
Holland (also Netherlands)	Amsterdam	Dutch	a Dutchman, a Dutchwoman
Hungary	Budapest	Hungarian	a Hungarian
Iceland	Reykjavik	Icelandic	an Icelander
India	Delhi	Indian	an Indian
Indonesia	Jakarta	Indonesian	an Indonesian
Iran	Teheran	Iranian	an Iranian
Iraq	Baghdad	Iraqi	an Iraqi
Ireland, Republic of	Dublin	Irish	an Irishman, an Irishwoman
Israel	Tel Aviv	Israeli	an Israeli
Italy	Rome	Italian	an Italian
Japan	Tokyo	Japanese	a Japanese
Kazakhstan	Astana	Kazakh	a Kazakh
Latvia	Riga	Latvian	a Latvian
Lebanon	Beirut	Lebanese	a Lebanese
Lithuania	Vilnius	Lithuanian	a Lithuanian
Mexico	Mexico (City)	Mexican	a Mexican
Moldova	Kishinev	Moldovan	a Moldovan
Mongolia	Ulan Bator	Mongolian	a Mongolian
New Zealand	Oakland	-	a New Zealander
Nigeria	Lagos	Nigerian	a Nigerian
North Korea	Pyongyang	North Korean	a North Korean

Norway	Oslo	Norwegian	a Norwegian
Pakistan	Islamabad	Pakistani	a Pakistani
Poland	Warsaw	Polish	a Pole
Portugal	Lisbon	Portuguese	a Portuguese
Romania	Bucharest	Romanian	a Romanian
Russia	Moscow	Russian	a Russian
Slovakia	Bratislava	Slovak	a Slovak
Slovenia	Ljubljana	Slovene or Slovenian	a Slovene or a Slovenian
South Africa	Pretoria	South African	a South African
South Korea	Seoul	South Korean	a South Korean
Spain	Madrid	Spanish	a Spaniard
Sri Lanka	Colombo	Sri Lankan	a Sri Lankan
Sweden	Stockholm	Swedish	a Swede
Switzerland	Bern	Swiss	a Swiss
Tajikistan	Dushanbe	Tajik or Tadjik	a Tajik or a Tadjik
Turkey	Ankara	Turkish	a Turk
Turkmenistan	Ashkhabad	Turkmen or Turkoman	a Turkmen or a Turkoman
United Arab Emirates (UAE)	Abu Dhabi	-	-
United Kingdom (UK)	London	British	a Briton
United States of America (USA)	Washington	-	a citizen of the USA
Uzbekistan	Tashkent	Uzbek	an Uzbek
Vietnam	Hanoi	Vietnamese	a Vietnamese
Wales	Cardiff	Welsh	a Welshman, a Welshwoman

DIALOGUES

a) A Chance Encounter

A plane has just brought a group of foreign tourists to France. Two of them, Mr. Ikeda, a physician from Tokyo, and Mr. Mills, a businessman from New York, have already met in this country before.

Mr. Ikeda: Excuse me, but aren't you Mr. Mills?

Mr. Mills: Yes, I am. (*Surprised*) Why, it's Mr. Ikeda! How do you do? I haven't seen you for ages.

Mr. Ikeda: How do you do, Mr. Mills? I am very glad to see you again. How are you?

Mr. Mills: I'm very well, thank you. And you?

Mr. Ikeda: I'm fine, thank you. I hope Mrs. Mills is well too.

Mr. Mills: She's quite well, thank you. Unfortunately, she's been unable to accompany me this year.

Mr. Ikeda: Please, remember me to Mrs. Mills in your letter to her. Tell her I haven't forgotten our meeting in Paris.

Mr. Mills: Neither has she. We have many times spoken about that wonderful trip.

Mr. Ikeda: Let's hope this one's going to be just as good.

Mr. Mills: I'm sure it is.

b) At the Map of the World

A group of students is at work. The professor is standing in front of them. They are having a seminar in Regional Geography. The professor has a pointer in his right hand. He is speaking to the students and pointing to the map on the wall. The map shows the world.

Professor: This is a map of the world, this is Nepal and this is Tibet. Last Monday I told you about the territory, the population, the longest rivers, the largest lakes and Islands of Asia. Do you know them this morning?

Students: Yes, we do.

Professor: We shall see. Petrov, come here, please.

Petrov: Yes, I'm ready.

Professor: Point to the capital of Nepal.

Petrov: Here. It's Katmandu.

Professor: Right. Now, can you point to the territory of Mongolia?

Petrov: Here. It's a large and sparsely populated country of east Asia, bordered by Siberian Russia and China.

Professor: Right. Now point to its capital, please.

Petrov: Here. Ulan Bator is one of the most beautiful cities of this country.

Professor: Right. And the last question, Petrov. Point the highest mountain in the world.

Petrov: Here. It's Everest in the Himalayas. It's situated on the border of Tibet and Nepal. It was first climbed by Sir Edmund Hillary and Tensing Norgay on a British attempt in 1953.

Professor: That's right. Take your seat, please.

EXERCISES

1. Match the adjectives in part A with fitting nouns in part B. comment on the meaning of each phrase.

Model: A frigid zone is very cold.

A. Frigid, Arctic, coniferous, high, green, long, deep, violent, sudden, tropical, dormant, northern.

B. Forest, earthquake, volcano, zone, valley, ocean, mountain, hurricane, river, typhoon, sea, hemisphere.

2. Select the odd word that does not fit into a list, giving reasons for your choice.

A. 1. Ocean. 2. River. 3. Lake. 4. Pond. 5. Strait. 6. Stream. 7. Waterfall. 8. Plain. 9. Sea. 10. Gulf. 11. Brook.

B. 1. Mountain. 2. Hollow. 3. Hill. 4. Archipelago. 5. Ridge. 6. Slope. 7. Rock.

- C. 1. Tornado. 2. Hurricane. 3. Cyclone. 4. Typhoon. 5. Depression.
 D. 1. Continent. 2. Island. 3. Peninsula. 4. Hemisphere. 5. Country.
 E. 1. Longitude. 2. Picture. 3. Latitude. 4. Equator. 5. Meridian. 6. Parallel.
 7. Scale.
 F. 1. Geographical. 2. Climatic. 3. Historical. 4. Political. 5. Industrial.
 6. Ecological. 7. Scientific. 8. Energetic.
 G. 1. Country. 2. Valley. 3. City. 4. Town. 5. Village.
 H. 1. Valley. 2. Plain. 3. Savanna. 4. The steppes. 5. Mountain.
 I. 1. Forest. 2. Woodland. 3. Rain-forest. 4. Desert.

3. Fill in the blanks with the vocabulary word that best fits the meaning of each sentence.

1. The village was situated in a green 2. Ukraine by the Black Sea in the South. 3. Russia ... on Ukraine in the south. 4. The country in mineral resources. 5. London is situated on the banks of the river 6. Great Britain is situated on the 7. Germany is a large ... country. 8. The capital of France is 9. The USA consists of 50 10. The largest ocean is 11. The longest river in the world is 12. The largest lake in the world is 13. A tropical forest is called 14. A large sandy piece of land is called a 15. Where are the Aleutian

4. Answer the following questions.

1. What main divisions of the Earth's surface according to temperature do you know? 2. What is the largest continent/ocean in the world? 3. What oceans is Africa washed by? 4. What seas is the south of Europe washed by? 5. Where are the Bermudas situated? 6. What kinds of forests do you know? 7. What is the highest mountain in the world? 8. What is the deepest lake in the World? 9. What's the longest river in Europe? 10. What countries are situated in the northern/southern hemisphere? 11. What are the five countries with the highest population? 12. Where is Kiribati?

5. Use an encyclopedia and complete the following table.

Parts of the World (continents)

Continents	Territory (thousand s of km ²)	Population	Height above sea level	The largest lake	The longest river (km)	The largest island (km ²)
Europe	10507	678000000	Mont Blanc	Ladoga		
Asia	44567	3520000000	Everest	The Caspian Sea		
Africa	30300	728000000				Madagascar
Australia	8959	29000000			The Darling	
North America	24231	458000000			The Mississippi/	

					the Missouri	
South America	17819	316000000				
Antarctica	13200		Winson			

6. Read the following extracts and decide what a) continent; b) country; c) river; d) islands is/are described in them. Use an encyclopedia to find some more information about them.

A. (North America, Australia, Europe, Africa)

1. It is south of the Mediterranean Sea and connected to Asia. 2. It's the third largest continent in the world. 3. It lies to the north of the Mediterranean goes east as far as Ural Mountains in Russia. 4. It lies between the Indian Ocean and the Pacific Ocean.

B. (Brazil, Spain, Ukraine, Russia)

1. It's a country in eastern Europe stretching from the far North and the Arctic to the Black Sea in the South. 2. It's a country in South America, the largest Latin American country. 3. It's a country in south-western Europe, on the Iberian Peninsula, which includes the Balearic and Canary islands. 4. It's a country in south-eastern Europe. It contains some of the best farming land in Eastern Europe.

C. (The Nile, the Amazon, the Volga, the Mississippi)

1. It's the longest river in the US, flowing from Minnesota to the Gulf of Mexico, about 3779 km long. 2. It's the longest river in the world, which has supported most of the farming in Egypt, and also Sudan, since the early Egyptian civilization began there in about 4000 BC. 3. It's the longest river in Europe which flows into the Caspian Sea. 4. It's the second longest river in the world.

D. (The Bahamas, the Hawaiian Islands, the Galapagos Islands, the Canary Islands)

1. It's a country consisting of a group of Islands in the Atlantic, SE of Florida, a popular centre for tourism. 2. It's a group of islands belonging to Spain near NW Africa which are popular with British people for a holiday in the sun. 3. It's a group of islands in the Pacific Ocean, E of Ecuador. They were visited by Charles Darwin in 1835, who collected information which led him to his ideas about evolution. They are famous for the giant tortoises living there. 4. It's a group of islands in the Pacific Ocean. It's popular place for Americans to go on holiday, a warm place where pretty girls wearing grass skirts greet visitors by placing garlands of flowers, called leis, round their necks.

7. Read and translate the text.

Australia — the land of Blue Mountains

The Great Barrier Reef on the coast of Queensland is a garden under the sea. There are 1,400 different kinds of fish, and more than 300 kinds of coral. Tropical

fruit and flowers grow on the beautiful islands. It's not surprising that more holiday-makers come to Queensland every year. Tasmania, the island south of Australia, is small. It's the same size as England. It is also very different from the other states. There are no deserts in Tasmania. It often rains, both in winter and summer. Only half a million people live in Tasmania, and a large part of the island is still covered with wild, beautiful wild forests. These forests are full of wonderful flowers and interesting animals.

In the Northern Territory you will find the red heart of Australia. And it really is red, with red rocks, red sand and red skies in the evening. Every year, thousands of tourists visit Ayers Rock and a strange group of huge red stones called "the Olgas". But these places are also holy to the Aborigines. They believe that the land itself has life. Sydney is the best known place in New South Wales. In fact, it's the best known place in Australia. But New South Wales has more than cities. There are, for example, the Blue Mountains. They are covered with forests of blue colored eucalyptus trees. The air above the forest contains millions of microscopic drops of eucalyptus oil. When the sun shines, the air of the Blue Mountains is a real, beautiful blue.

Less than a hundred years ago, there was nothing except sheep in Canberra. But then Australians decided to build a capital city. The work began in 1913. Now, Canberra is an international city, full of diplomats and government offices. It's a beautiful place, with parks, lakes, big open streets and fine buildings. Australia is sometimes called "the lucky country". One reason is the wonderful riches under the earth: gold, silver, iron, coal and many precious metals. The Bass Strait, of the coast of Victoria, has been one of the country's biggest oil fields for many years. South Australia is the driest of all the states, but it does have Murrey River. The river brings greenness and life to the south-east corner. In the early history of Australia, the Murrey River was South Australia's main road. Before real roads and railways came, the river carried people and goods from the east up into the country. Some towns on the Murrey still keep the old river boats, and visitors can ride on them.

There are two kinds of gold in Western Australia. First, there's real kind – the kind that comes out of the ground. Gold was found in Kalgoorlie in 1893, and the "Golden Mile" was for a time the most expensive piece of land in the world. Kalgoorlie still exports some gold, but new gold of Western Australia is wheat. Big farms grow millions of tones of wheat every year, and wheat has become Australia's second biggest export.

8. Translate the text into English:

Карта світу.

Ми живемо на планеті Земля.

Більшу її часту займають води Світового океану. Великі масиви землі, оточені океанами та морями називаються материками й континентами. Вони схожі на великі острови. Якщо подивитись на карту світу, ми побачимо, що є

шість континентів. До них належать: Євразія (Європа та Азія), що є найбільшим континентом, Африка, Північна Америка, Південна Америка, Австралія й Антарктида, на якій знаходиться Південний полюс.

Слід зауважити, що Азія знаходиться навпроти Австралійського континенту, який у 5 разів менше. Європа, що є досить малою, знаходиться навпроти великого Африканського континенту. Північна Америка майже така як Південна Америка за розміром. І лише Антарктида не має протилежної землі.

Частин світу також шість. Але вони відрізняються від континентів. Північна та Південна Америки утворюють одну частину світу — Америку. Континент Євразія складається із двох частин світу — Європи та Азії. Найбільша частина світу — це Азія; Австралія і Тихий океан — Океанія.

Є чотири океани. Тихий океан — найбільший і найглибший серед усіх, його загальна площа більша, чим площа усієї суші. Другим за площею є Атлантичний. Індійський океан є лише трохи меншим, ніж Атлантичний океан. Найменший океан — Північний Льодовитий океан із Північним полюсом у центрі. Існує безліч морів, річок, озер у всіх частинах світу. Найдовші ріки: Міссісіпі та Міссурі. Найбільші озера: озеро Байкал, озеро Вікторія й озеро Мічиган.

9. Learn the proverbs. Use them in situations of your own.

First impressions are most lasting.

Variety is the spice of life.

United we stand, divided we fall.

The beaten road is the safest.

There's no place like home.

III. GRAMMAR REVISION EXERCISES

1) I. These are geography names. Choose your answer from the list below and use *the* where necessary:

Alps, Amazon, Atlantic ocean, Bahamas, Cairo, Kenya, Red Sea, Asia, Andes, Pacific ocean, Malta, Tokyo, Rhine, Switzerland, United States

1. _____ is the capital of Egypt.
2. _____ is between Africa and America.
3. _____ is a country in the middle of Europe.
4. _____ is a river in South America.
5. _____ is the largest continent in the world.
6. _____ is the largest ocean.
7. _____ is a river in Europe.
8. _____ is between Canada and Mexico.
9. _____ is in East Africa.

10. _____ are mountains in South America.
11. _____ is the capital of Japan.
12. _____ is an island in the Mediterranean.
13. _____ are mountains in central Europe.
14. _____ is between Saudi Arabia and Africa.
15. _____ are a group of islands near Florida.

II. Put in *the* where necessary:

1. Kelvin lives in Coronation Street.
2. Have you ever been to National Theatre?
3. Where are you staying? – At International Hotel.
4. Milan is a large city in north of Italy.
5. Brussels is the capital of Belgium.
6. Manila is the capital of Philippines.
7. National Gallery is in Trafalgar Square in London.
8. Most of the best shops are in Merion Street.
9. Rocky Mountains are in North America.
10. In London, Houses of Parliament are beside River Thames.
11. Have you ever been to British Museum?
12. Texas is famous for oil and cowboys.
13. Last night we saw a play at Royal Theatre.
14. You must visit Museum of Modern Art. It's very interesting.
15. Alan studied chemistry at London University.
16. When I finish my studies, I am going to United States for a year.
17. Panama Canal joins Atlantic Ocean and Pacific Ocean.
18. There are two cinemas in our town – Regal and Plaza.
19. If you sail from Britain to Denmark, you cross North Sea.
20. Mary comes from a small village in west of Ireland.

III. Decide whether to use the definite article *the* or not:

a) ____ Commander Islands, ____ Cyprus, ____ Falkland Islands, ____ Pacific Ocean, ____ Eton, ____ Strait of Gibraltar, ____ Kara Kum, ____ Thames, ____ Kaunas, ____ Yellow Sea, ____ Jamaica, ____ Latin America, ____ Sahara, ____ Arctic Ocean, ____ Indian Ocean; ____ Mediterranean Sea, ____ Aleutian Islands, ____ Mozambique Channel, ____ Black Sea, ____ English Canal; ____ Mediterranean Sea, ____ Brazil, ____ Japan, ____ Netherlands, ____ United States of America, ____ Bern, ____ Stockholm, ____ 42nd St., ____ Oak Alley, ____ Lassen Peak, ____ Madeira, ____ Cyprus, ____ Ararat, ____ Alaskan Peninsula, ____ Suez Canal, ____ Bali, ____ Oslo, ____ Warsaw, ____ Australia, ____ Bering Sea, ____ Kingdom of Spain, ____ Cheviot Hills, ____ Mount Whitney, ____ Seine, ____ Takla Makan, ____ Texas, ____ Denmark, ____ Spain, ____ Suez Canal, ____ Sixth Avenue, ____ Broadway.

b) ____ Carpathian Mountains, ____ Kamchatka, ____ Caspian Sea, ____ Gulf Stream, ____ Calgary, ____ Caucasus Mountains, ____ Barents Sea, ____ Canary Islands, ____ Sea of Azov, ____ Etna, ____ Caribou Mountains, ____ Apennines, ____

Grand Canyon, ___ Missouri, ___ Alps, ___ Danube, ___ Madagascar, ___ Lena, ___ Kalahari, ___ Arabian Desert, ___ Amur, ___ Gulf of Mexico, ___ Persian Gulf, ___ Switzerland, ___ Russian Federation, ___ Limpopo, ___ Bay of Bengal, ___ Strait of Dover, ___ Bering Strait, ___ Strait of Magellan, ___ English Channel, ___ Balkan Peninsula, ___ Florida Current, ___ Ellis Island, ___ Pamirs, ___ Hokkaido, ___ Sakhalin, ___ Kuril Islands, ___ Virgin Islands, ___ British Islands, ___ Bahamas, ___ Lichtenstein, ___ Cuba, ___ Elbrus, ___ Vesuvius, ___ Toronto, ___ Korosten, ___ Liberia, ___ Maple Boulevard, ___ Six th Avenue.

c). _____ Lapland is not a recognized country. It is a large area north of _____ Arctic Circle made up a section of _____ Norway, _____ Sweden, _____ Finland and _____ Russia. It has no government of its own. On this flat, almost treeless land where the sun does set for three month of the year, where it never rises for another three month, _____ Lapp herdsman and his reindeer live much as they have lived for hundreds of years. _____ Lapps originally came from east of _____ Urals in _____ Russia. A few thousand years later they were followed by _____ Finns. Being more advanced culturally, _____ Finns gradually forced _____ Lapps further into the icy waters of _____ northern Norway, _____ Sweden, _____ Finland, and _____ Russia.

The four groups of _____ Lapps are closely connected racially, wear similar costumes and live, as they have for many centuries, almost wholly on the reindeer.

Each of three Scandinavian countries has respected _____ the unique, almost stone age culture. At the same time, they have developed very much along their own live.

d) 1. _____ Great Britain lies in _____ eastern part of _____ Atlantic Ocean. 2. _____ coast of _____ England contains many good harbours. 3. _____ most beatuful part _____ England is _____ Lake District. 4. Have you ever been to _____ Canaries? 5. We are going to _____ Crimea in summer. 6. They live in _____ West End. 7. _____ Strait of Dover separates _____ British Isles from continent. 8. _____ London is a capital of _____ Great Britain. 9. _____ Paris is situated on _____ Seine. 10. All tourists couldn't help admiring _____ Niagara Falls. If we start from _____ Euston Station in _____ and travel by _____ London Midland and Scottish Railway for about 300 miles we shall reach _____ Rendal. From here we take the coach and very soon we are in _____ wonderful Lake District of _____ England. To this part thousands of visitors travel every year, and though the weather is often very rainy we are sure of many splendid views and interesting trips.

f) _____ Lake District is divided from _____ Pennines by the valleys of _____ rivers Eden and Lune. Between these two valleys and _____ sea are _____ highest mountains in _____ England. They are called _____ Cumbrian Mountains. As they are much higher than _____ Pennines and nearer to _____ sea they get much more rain.

VI. Add one of the following words: *much, many, lots of, a lot of, little, most, a little, little, a few, few:*

1. It seems to me that we've had _____ assignments in English this term.
2. How _____ material can we be expected to read in one week?
3. _____ books are not in the library.
4. I've had _____ headaches already because of stress.
5. _____ depression can be attributed to being overworked.
6. Our yard looks awful this summer. There are too _____ weeds.
7. I didn't use _____ fertilizer last spring, and that has made a difference.
8. Also, I've paid _____ attention to how _____ rain we've had.
9. I'm afraid it's rained _____ times this summer, and the grass is turning brown and dying.
10. _____ experts say you should fertilize your lawn in the fall
11. It didn't seem to do my lawn _____ good.
12. _____ advice you get from experts doesn't seem to help.
13. _____ of my neighbours ignores their grass, and they have better lawns this year.
14. They say _____ knowledge is a bad thing.
15. I know _____ instances where that proves true.
16. _____ people know as much about computers as Tomas does.
17. But it does him _____ good when the whole system goes down.

VII. Add one of the following words: *a few, a great deal of, a little, a little of, a majority of, enough, many, much of, plenty, several of, some:*

1. I'm having _____ of trouble passing my driving exam.
2. _____ the movies were rated PG.
3. _____ information proved to be outdated.
4. We're close to the project deadline, but there is still _____ time left.
5. Although there are _____ brilliant students in this state — thousands, even, only _____ will choose to remain in the state after graduation.
6. We were able to destroy _____ the parasites with our antigen, but _____ of them survived to cause trouble.
7. _____ a student has passed through these doors.
8. Although _____ of the lawn is open to the sun, there are _____ of shade trees to make it comfortable.
9. I think he drank _____ wine last night.
10. _____ the evidence was taken from the police safe last night.

VIII. Put in a little or a few + one of the words from the list below: *air, times, chairs, days, friends (2), houses, letters, milk, Russian.*

1. Yesterday evening I wrote _____ to my family and friends.

2. Can I have _____ in my coffee, please?
3. When did John go away? – _____ ago.
4. Do you speak any foreign language? – Yes, Italian and _____.
5. Are you going out along? – No, I'm going with _____.
6. Have you ever been to Rome? – Oh, yes _____.
7. I live in a very small village. There is a church, a shop and _____.
8. I'm going out for a walk. I need _____ fresh _____.
9. There wasn't much furniture in the room – just a table and _____.
10. I've got _____, so I'm not lonely.

IX. a) give degrees of comparison of the following adjectives and adverbs: short, little, small, wide, big, narrow, young, old, beautiful, easy, many, bad, handsome, tall, charming, important, thick, good, large, attractive, graceful, thin, early, well-known, good-looking, delicate, slender, careful, broad, happy, numerous, considerable, lean, deep, famous.

b) give antonyms to the following adjectives: the best, the latest, the strongest, the oldest, the most difficult, the tallest, the widest, the deepest, the most unexpressive, the unhappiest, the best known, the heaviest, the nearest, the most comfortable, the worst.

2) Use of verb tenses

I. Copy out all the verbs. State whether they are notional, auxiliary or link:

1. Our town has changed a lot in the last thirty years. Mostly it has grown: where there used to be green fields with a few houses, there are now huge offices and blocks of flats. The roads have changed too: they used to be narrower with few cars, but today they are very wide with many cars, trolleybuses, taxis and buses. Because of this air has changed too: it used to be clean and now it is polluted. I must admit that even the shops have changed: while we used to have small neighbourhood shops, we now have huge supermarkets and department stores.

2. Well, I'd never been to Scotland and I had a couple of weeks free and some money to spare, so I thought – why not go to Edinburgh? Of course, I saw all the usual things – Edinburgh Castle, the tiny chapel of St. Margaret. The museums are fantastic and I really enjoyed walking round the Scottish National Zoological Park. It's a great place for all holiday.

3. Tokyo is in Japan. It's such a busy place that you wouldn't think that there would be much to see, but there's really quite a lot. The Imperial Palace is really fantastic, and there's a fascinating shopping district, and some lovely parks where you can walk the whole day. It would be definitely lovely place to visit.

II. Put the verb in brackets in an appropriate tense form:

1. "Henry! Good Lord! I forgot that you _____ (come) to dinner. I'm sorry, come in."
2. The police _____ (charge) me with speeding, but I told them that I'd never driven a car.
3. The beginning of the film was terrible. I hoped it _____ (get better).
4. I went to bed early as I was _____ (leave) for Rio the next day.
5. Tom was sensible and his mother knew he _____ (take) care of himself.
6. "You _____ (show) me your holiday photos but we were interrupted."
7. "Our last holiday was a disaster. We _____ (travel) to Austria, but I broke my leg."
8. I _____ (just/ring) the receptionist about the tv when an engineer arrived to fix it.
9. I had invited them to come to the party at 9 o'clock, but I knew theya _____ (be late).
10. "Last time I saw you, you _____ (emigrate) to Canada! Did you?"
11. Until I _____ (explain) the situation to her I felt guilty.
12. After I _____ (finish) my lunch I went back to work.
13. When the police _____ (interview) me they let me go home.
14. As soon as I got home my brother _____ (go out).
15. The children had to stay in until the rain _____ (stop)
16. When I _____ (see) John coming towards me I walked in the other direction.
17. I phoned my mother to find out why she _____ (not write) for so long.
18. We stayed in our seats until the film _____ (finish).
19. When we _____ (get) back last Monday they _____ (have) supper.
20. I don't think he _____ (wire) before he _____ (arrive).

III. Put the verb in brackets in an appropriate tense form:

1. You look really great! _____ (you, work) out at the fitness centre recently?
2. What _____ (you, do) when the accident occurred? – I _____ (try) to change a light bulb that had burnt out.
3. I _____ (have) the same car for more than ten years. I'm thinking about buying a new one.
4. If it _____ (snow) this weekend, we _____ (go) skiing near Lake Tahoe.
5. We decided to wait till they _____ (return).
6. I came to England six months ago. I started my economics course three months ago. When I return to Australia, I _____ (study) for nine months and I _____ (be) in England for exactly one year.
7. Sam _____ (arrive) in San Diego a week ago.
8. Samantha _____ (live) in Berlin for more than two years. In fact, she _____ (live) there when the Berlin wall came down.

9. If Vera _____ (keep) drinking, she _____ (lose) eventually her job.
10. The Maya _____ (establish) a very advanced civilization in the jungles of the Yucatan; however, their culture _____ (disappear) virtually by the time Europeans first _____ (arrive) in the New World.
11. Shhhhhh! Be quiet! John _____ (sleep).
12. It _____ (rain) all week. I hope it stops by Saturday because I want to go to the beach.
13. Listen Donna, I don't care if you _____ (miss) the bus this morning. You _____ (be late) to work too many times. You are fired.
14. I am sick of rain and bad weather! Hopefully, when we _____ (wake up) tomorrow morning, the sun _____ (shine).
15. I have not travelled much yet; however, I _____ (visit) the Grand Canyon and San Francisco by the time I leave the United States.
16. I _____ (see) many pictures of the pyramids before I went to Egypt. Pictures of the monuments are very misleading. The pyramids are actually quite small.
17. In the last hundred years, travelling _____ (become) much easier and very comfortable. In the 19th century, it _____ (take) two or three months to cross North America by covered wagon. The trip _____ (be) very rough and often dangerous. Things _____ (change) a great deal in the last hundred and fifty years. Now you can fly from New York to Los Angeles in a matter of hours.
18. Joseph's English _____ (improve, really), isn't it? He _____ (watch) American television programs and _____ (study) his grammar every day since he first arrived in San Diego. Soon he will be totally fluent.
19. When I _____ (arrive) home last night, I discovered that Jane _____ (prepare) a beautiful candlelight dinner.
20. If you _____ (need) to contact me sometime next week, I _____ (stay) at the Sheraton in San Francisco.

IV. Translating into English:

1. Минулого літа мій брат побував у Москві. Він пробув там більше місяця. 2. Я виконую це завдання із самого ранку і боюся, що не завершу його до шостої години. 3. Коли я отримаю запрошення, то відразу повідомлю своїх батьків. 4. Привіт, друже. Де ти був увесь цей час? Я не бачив тебе з осені. – Я зараз працюю у іншій компанії. Моя нова робота вимагає багато поїздок за кордон, тому я досить рідко буваю у нашому місті. 5. Що ти збираєшся робити у вихідні? – Якщо мої друзі приєднаються до мене, ми відвідаємо Краків і Прагу. Ми мріємо про це вже три місяці. 6. Він чекав на них уже три години, але ніхто так і не прийшов. 7. Коли я звернувся до менеджера, усі саме обговорювали нові маршрути. 8. Ви коли небудь були у Лондоні? – Так. Минулого літа я був там двічі. 9. Олеся була приголомшена. Потяг щойно рушив, а наступний відходив наступного дня.

10. Я добре чув колегу, але не розумів про що він говорить. Суперечка тривала вже 20 хвилин, але ми не дійшли згоди. 11. Що тут обговорюють? – Тут обговорюють цікаву книгу про найбільший материк нашої планети. – ви часто обговорюєте такі книги? – Досить часто. 12. Статтю уже закінчено, її надрукують у наступному номері щотижневика. 13. Яку тему Ви вивчаєте зараз? – Зараз ми вивчаємо тему «Євразія». 14. Завдання № 9 уже виконане? – Дехто уже виконав, а дехто лише зараз завершує. 15. Викладач повідомив, що про цього молодого вченого багато говорять. Ви не читали його останні роботи? – На жаль, ні. 16. Кажуть, що навколосвітня подорож завершиться до кінця місяця. 17. Микола запитав, коли був отриманий його лист-запрошення. 18. Де продають цей атлас? – Його продають у всіх книжкових магазинах на проспекті Волі. 19. Нас попросили прийти вчасно та наголосили, що потяг відходить рівно о сьомій. 20. Минулого місяця було видано новий підручник «Географія світу», на який усі з таким нетерпінням чекали. 21. Ваша пропозиція все ще обговорюється. Результат Вам повідомлять через декілька днів. 22. До уінця липня усі квитки буде замовлено. 23. Гід сказав, що до цього часу усі дізнаються про місце призначення. 24. Коли обговорювали план подорожі до Риму та Парижу, Джон не брав участі у дискусії. 25. Вона повідомила, що вже бачила цей фільм, але залюбки складе нам компанію і перегляне його ще раз.

V. Continue the following sentences using the words in brackets:

1. My landlord threw me out of my flat because (not pay the rent for six months / and break all the windows).
2. When I eventually got to the meeting I was bad tempered and exhausted! I (sit in traffic jam 45 minutes / motorist bump into me / and get completely lost).
3. By the time 5 o'clock arrived Brenda was furious. She (wait for an hour / drink six cups of tea / and they still not arrive).
4. I was so depressed that I couldn't do the exam. I (study every day for two months / and give up see my friends).
5. Don't call on me this evening I (revise for my exam in English / hope / answer much better).

VI. Rewrite the sentences in reported speech:

1. He said, "I go to the Crimea every year".
2. He said, "He's reading a very interesting book now".
3. He said, "My sister went there last year".
4. He said, "You will enjoy your stay here".
5. He said, "I have read this book last year".
6. He asked, "Are you free tonight?"
7. He asked, "When does the show start?"
8. He asked, "Why did you like to spend your holiday in a quiet village?"
9. He said, "Open the windows please."
10. He said, "Do you enjoy spending your holidays this year?"

11. He asked, "What bus will take me to the airport?"
12. He said, "Have you made up your mind where to spend summer?"
13. He asked, "Have you ever been to London?"
14. He said to me, "When were you last there?"
15. He said, "I'm going to have my holidays in the Crimea this year".
16. He said to him, "Can you give me his address?"
17. He said, "I'm afraid I shall be unable to come to the airport to see you off".
18. She said to us, "I'll spend the week-end at my parents".
19. He said to us, "We reached the village late in the evening".
20. He said, "We have just made a trip to the sea coast".

VII. Complete the sentences:

1. I cannot understand why
2. One of the students remarked that
3. I was not sure whose
4. What surprised him.
5. That she surprised me.
6. One of the students stated that
7. I could not due to the fact that
8. What he said was that
9. No one knows who
10. The instructor announced that
11. What I want to know is why
12. What is not important.
13. We discussed the fact that
14. I wonder whether
15. My father often told me

VIII. Correct the mistakes in these passive voice sentences:

1. The student will examined by the end of month.
2. This problem is not being dealt with.
3. This play was written buy Shakespeare.
4. This one have been chosen.
5. This house is being repaint.
6. This airplane is driven with a robot.
7. Their house was being rebuild.
8. The window has been broke.
9. The tall trees in our street is being cut down.
10. The food were not eaten.
11. The bank robbers have been catched by the police.
12. She was bitten from a dog yesterday.
13. Our tent was blowed away by the wind.
14. His homework is never did.

15. He was beaten up last week.
16. German is not taught at this school.
17. All the wine have been drunk.
18. All the ingredients has been bought.
19. A house can be drawn easily.
20. A big hole were being dug in the garden.

IX. Rewrite the sentences using passive voice. Use the same tense:

1. You can hang up your jacket over there.
2. We've never heard of her.
3. We will continue to lend support to our allies.
4. This money will make up for the inconvenience.
5. They're pulling down the old cinema.
6. They will make up a story.
7. They put forward an idea for discussion.
8. They locked up the criminal.
9. They laid off thirty more people last week.
10. The police are holding back the protesters.
11. The judge let her off with a fine.
12. The draught blew out the candle.
13. The company laid off 3000 of its employees.
14. Police blocked off the road.
15. Nobody can hold anything against me.
16. I will pay off my bank loan in five years time.
17. I must have left my keys behind.
18. Has she given you those books back yet?
19. Barriers were keeping back the flood water.
20. A bus knocked her down.

X. Activity. Directions: choose one to write about:

1. Describe the state of the world in the year of your birth. What significant or historical events occurred or were occurring at that time? Who were the leaders of your country? Then describe the changes that have occurred since that time and discuss the state of the world today.
2. Write about your first day at the University. What did you see, hear, feel, think? Then write about what have you done, have been doing since the first day and what you are going to do.

WRITING

Project

- 3 groups
- 12 members

The contents of the group work:

a) one of the English speaking countries in the world, its territory and population, its geographical position, main cities, rivers, lakes, mountains, natural resources; b) The largest cities of Europe, their population and geographical position, their world-known sights.

Stages of project development and procedures:

a) collecting data; recording information gathered; b) making oral groups reports; c) discussing presentations; d) writing projects reports.

Reference materials: encyclopaedia, the map of the world, newspapers, magazines.

UNIT 2

People, Nationalities, Languages

I. TEXT

People Group Facts

- The traditional way **scholars** identify people **groups** is by counting each group once per country of . There are 16,535 People-in-Country Groups. Joshua Project data also allows a view of people groups without reference to country **boundaries** where ethnicities are counted only once. There are 9,857 **ethnic** people groups (without **reference** to countries).
- There are 7,904 people groups with fewer than 10,000 individuals; in addition there are 814 for which no population has been reported (but the population is probably small). For all these small groups, the total number of individuals is less than 22,000,000, meaning that 53% of the 16,535 people groups contain only a tiny fraction of the world's population.
- The largest group is the Japanese, with over 120,000,000 individuals.
- The Mandarin Chinese is the largest people group, being in 82 countries with a total of about 800,000,000 individuals, and with 783,000,000 of those in China.
- Jews are found in 126 countries, Arabs in 130 countries, and Chinese groups in 127 countries.
- The number of people groups in India varies greatly **depending on** the researcher and how the term "people group" is defined. On a pure linguistic basis there are about 330 to 350 "people groups" in India. Other lists may **treat** certain sub-groups as full people groups, raising the totals for India.
- Papua New Guinea is the **runner-up** in number of people groups, at 878. Interestingly, the largest group of these 878 has only 816,000 in population. The total population of the country is only 6,460,000, yet there are nearly 900 people groups. Indonesia (768) and Nigeria (521) follow Papua New Guinea.
- On the other end of the **spectrum**, South Korea only has seven people groups, with a country population of 48,400,000.
- There are 988 languages/dialects spoken in Papua New Guinea. There are only 37 languages/dialects spoken in Japan, which has a population over 25 times as large as Papua New Guinea.

- In India, one people group (the Gond) speaks 96 languages. 1,656 groups (out of the total of 2,500) speak more than one language.
- Of the 16,535 people groups 19% speak more than one language ignoring dialects, and 27% if dialects are included.
- One people group in India (Nai), has 70 **alternate** names. 9,000 of the over 16,000 total peoples-by-country have more than one alternate people name.

(From Wikipedia, the free encyclopedia)

Vocabulary Notes

people – *n* 1) human beings in general or considered collectively (люди).

E.g. I like the people I work with. How many people were at the party?

2) ordinary people, not people who belong to the government or other special organizations (люди, народ).

E.g. I don't care what people think.

3) (**the people**) all the people who live in a country (громадяни).

E.g. It's the job of the media to inform the people.

4) (peoples) all members of a particular nation, community, ethnic group .

E.g. the native people of Canada.

5) [countable also + plural verb] formal a race or nation (народ, нація).

E.g. the peoples of Asia; the American people.

6) of all people spoken used to emphasize that you are very surprised that a particular person did or did not do something. *E.g.* Why did he, of all people, get promotion?

group – *n* 1) several people or things that are together in the same place (група). *E.g.* a group of islands. Please get into/in groups of three (=groups of three people).

Remember groups of people:

crowd - a large group of people in one place;

mass - a large group of people all close together in one place;

bunch (informal) - a group of people;

gang - a group of young people, especially a group that often causes trouble and fights;

rabble - a noisy group of people who are behaving badly;

team - a group of people who work together;

party - a group of people who are travelling or working together;

crew - a group of people who all work together, especially on a ship or plane.

2) several people or things that are connected with each other (група, команда).

E.g. She is one of a group of women who have suffered side-effects from the drug.

scholar – *n* someone who studies a subject and knows a lot about it (учений, дослідник). *E.g.* a Latin scholar

border – *n* 1) the official line that separates two countries or states (кордон).

border between/on the border with/across/over/ into the border

E.g. He escaped over the border.

2) a band around the edge of something (край, облямівка).

E.g. paper with a black border

Synonyms:

frontier – *n* 1) (British English) the border of a country (кордон).

E.g. frontier between/with a town; on the frontier between France and Spain.

2) the limits of what is known about something (межа, грань).

E.g. the frontiers of knowledge/science etc.

boundary – *n* 1) the line that marks the edge of an area of land [=border] (кордон).

E.g. River forms a natural boundary between Ohio and Kentucky.

2) the limit of what is acceptable or thought to be possible (межа, грань).

E.g. the boundaries of wisdom.

population – *n* 1) the number of people living in an area, a country etc (населення).

E.g. What's the population of Tokyo? India has a population of over 1 billion.

2) all of the people who live in an area (жителі, мешканці).

E.g. Most of the world's population lives in poverty.

reference – *n* 1) something you say or write that mentions another person or thing (посилання, згадування).

to make reference/no reference to; without/with reference to

E.g. Her writings contain references to members of her family.

2) when you look at something for information, or the place you get information from (посилання).

E.g. The conversations are recorded for future reference (=so that they can be looked at in the future).

3) a: a letter saying that someone is suitable for a new job, course etc (рекомендація). *E.g.* It's a reference from my last job.

b: the person who writes a letter saying that someone is suitable for a new job or course [= referee] (особа, яка дає рекомендацію, поручитель).

E.g. You may use my name as reference.

4) information about something (довідка).

E.g. a reference book.

ethnicity – *n* the fact that someone belongs to a particular race of people (етнічність, національність).

E.g. I cannot define his ethnicity exactly.

depend – *v* [intrans.] 1) be controlled or determined by (залежати від когось/чогось).

depend on/upon somebody/something

E.g. Differences in earnings depended on a wide variety of factors.

2) to need help from someone or something (перебувати на утриманні).

depend on/upon somebody/something

E.g. We depend entirely on donations from the public.

3) to trust someone or something (покладатись, розраховувати на).

depend on/upon somebody/something

E.g. I know I can always depend on Jon.

to treat – *v* [trans.] 1) to behave towards someone in a particular way (поводитися, ставитися).

E.g. She treats me like one of the family.

2) to deal with or consider something in a particular way (розглядати, трактувати). *E.g.* Please treat this information as confidential.

3) to give someone medical treatment for an illness or injury (лікувати).

treat somebody for/with/by something

E.g. Eleven people were treated for minor injuries.

4) to buy or arrange something special for someone (тішити).

treat somebody/yourself to something

E.g. I thought I'd treat myself to a new dress.

5) to put a special substance on something or use a chemical process in order to protect it or clean it (обробляти, піддавати дії).

E.g. The metal has been treated against rust.

runner-up – *n* the person or team that finishes second in a competition (такий, що зайняв друге місце).

E.g. We were sure she would be the runner-up or even the leader.

spectrum – *n* 1) all the different ideas, opinions, or situations that are possible (діапазон, спектр).

E.g. They have support from right across the political spectrum.

2) the set of different colours that light can be separated into (зображення, образ).

E.g. all the colours of the spectrum

alternate – *adj.* 1) happening in a regular way, first one thing and then the other thing (перемінний, такий, що чергується).

E.g. Arrange the meat and rice in alternate layers.

2) of every two days, weeks etc (кожний другий).

E.g. We visit my parents on alternate Sundays.

3) used to replace another thing of the same type [= alternative] (запасний).

E.g. It was their alternate target.

EXERCISES

I. Read the text and find the equivalents to the following expressions:

1. традиційний шлях;
2. кордони країни;
3. без посилення на;
4. на додаток;
5. менш ніж;
6. залежати від;
7. дуже різнитися;
8. бути другим;
9. серед загальної кількості;
10. мати більш ніж одну назву.

II. Fill in the words from the list, then make up sentences of your own:

boundary, ethnic, population, reference, treating, scholar, spectrum, runner-up, people

1. Which doctor is _____ you?
2. This river marks the _____ between two regions.
3. They have a wide _____ of products and services at their disposal.
4. A _____ is a competitor taking second place in a contest.
5. She specializes in _____ and cultural rights of different _____.
6. The island has a _____ of about 78, 000.
7. Mr. Bell declared himself to be a world-known _____.
8. Often the publishers reprinted and sold many works without _____ to author.

III. Fill in the correct prepositions:

1. Can we depend _____ this company to deliver quality product.
2. There is a conflict between their rationally held views _____ the other hand and their emotions and desires _____ the other.
3. He made reference _____ the enormous power of the mass media.
4. He scored a total _____ thirty-three points.
5. She treated herself _____ a slap-up lunch.
6. The lawns are treated _____ pesticides every year.
7. _____ the basis of these statistics important decisions are made.
8. This country has a population _____ 3 times as large as Italy.

IV. Study the text and answer the following questions when discussing it:

a) What is the difference between ethnic and regional group such as Afro-Caribbeans, Asians, Latin Americans? b) What are you (e.g. North African, South African, European)?

A "people group" is an ethnolinguistic group of the various members. There are two parts to that word: *ethno* and *linguistic*. Language is a primary and dominant identifying factor of a people group. But there are other factors that determine or are associated with ethnicity.

Usually there is a common self-name and a sense of common identity of individuals identified with the group. A common history, customs, family and clan identities, as well as marriage rules and practices, age-grades and other obligation covenants, and inheritance patterns and rules are some of the common ethnic factors defining or distinguishing a people. What they call themselves may vary at different levels of identity, or among various sub-groups.

Multi-Lingual Ethnic Groups

There are numerous examples of people who speak many languages but still consider themselves one ethnic group. There are several in the China-Nepal-India area. The Dinka of Sudan speak a range of dialects comprising five separate languages, yet clearly consider themselves to be one people.

Ethnic Language Groups

At the same time there may be different peoples who speak the same language but distinguish themselves because of different histories, marriage pattern, differing political alliances, separate self-name etc.

An example of this in the East African area there are many peoples who speak varieties of the Swahili language, like the Arabs and the Shirazi (Afro-Asians). In East Africa the Arabs have for over a century spoken Swahili as their sole mother tongue, as they have the Shirazi in Mombasa for centuries but today they are learning Arabic as the second language.

Thus the Shirazi Swahili and the Arabs speak the same language, they are quite close in culture and religion. But they definitely distinguish themselves from each other. Part of the distinction is political, due to the discriminatory history of British colonialism, which tried to distinguish various groups of people as "native" or "non-native", placing the Arabs in the latter and the Shirazi in the former.

Monolingual Enemies

Some people groups find their worst enemies in other ethnic groups speaking the same mother tongue. One example may be found in Bosnia. Three traditional enemies there, the Serbs, the Croats and the Muslims, all speak Serbo-Croatian. Yet clear boundaries of culture, history, religion and self-identity separate them.

Ethnic Identity

In summary, ethnic identity does largely depend on a people's self-identity. Language is a key factor in this group self-identity. We take a name for a people and proceed to define who can be called by that name.

Inductive Investigation

An inductive approach would be more valid, starting with the individuals to determine who they feel related to. This approach begins with the concrete relationships and natural social groupings of individuals, families and the larger society. So the operative question is "Who does this individual, family or social group feel related to?" What other families or groups do they consider themselves related to and in what ways?

It is necessary to ask (by observation, investigation and direct questioning where possible) how individuals or smaller communities commonly identify themselves. Then following that relational path, what is the largest such relational grouping within which ideas are exchanged and social obligations are maintained. Find out what the group call themselves at each relational level. A clue to the primary grouping for self-identity and the larger affinity groups is the various names that related sub-groups call themselves and each other.

This investigation of relational groupings will be the starting point for the strategic access person to determine the people group. A major factor to keep in mind is the relationship of individuals who speak the language to the larger group identified with the language. Similarly, it is necessary to verify whether smaller groups speaking the same language share any supposed universal identity.

This is a simplified scenario of a very common and very complex pattern of human social ethnolinguistic identity.

(By Orville Boyd Jenkins, Ed.D., Ph.D)

V. Retell the text.

II. Topic

The People

The United Kingdom is a country of great diversity, partly in its landscape, but more importantly in the human sphere. In addition to Scotland, Wales and Northern Ireland, the regions of England also have their special identities, which tend to be stronger the further one travels from London and the south east. In Cornwall, in the far south west, there is a reviving sense of Celtic identity, the people of Brittany in north-west France are believed to be very persistent. In the north of England people are regarded to be 'warm, friendly and quick-tempered'. Communities in the north often have a strong sense of loyalty and identity. As one moves closer to London, community loyalties weaken and society is both more homogenous and yet also more individuals, the twin characteristics of a highly integrated modern society.

Each shire or 'county', the administrative divisions of England created over 1,000 years ago, still commands its own local communities. Even in the most homogenous part of Britain, the 'Home Counties' around London (Middlesex, Hertfordshire, Essex, Kent, Surrey), people can still feel strongly about their county identity. The sense of local difference may be partly a matter of history, but it is also to do with the subtle changes in landscape, architecture or the way English is spoken.

The British Character

Nevertheless, the British are often viewed as the most boring people in the world. They wear unimaginative formal clothes, eat tasteless food, practice slow sports and have a peculiar sense of humor which is usually not understood by foreigners. They are also said to be conservative, reserved and cool. Indeed, the British are not very open and spontaneous. They do not kiss or embrace by way of greeting so as not to allow familiarity. They always keep a certain distance and are not willing to manifest their feelings and emotions. They are even accused of being hypocritical because they might think one thing and say another. It is not easy to make friends with them but once you have made a friend, it is a friend for life.

Small talk

The English are said to be masters of trivial conversation. Their 'small talk' usually deals with the weather or some general issues as it is not accepted to interfere in someone's private life.

A typical dialogue between two Englishmen goes as follows:

X: Hallo, Mike! Nice to see again!

Y: Hallo, Steve. How are you?

X: Alright. And you?

Y: Fine, thanks.
X: Good.
Y: Terrible weather, isn't it?
X: Oh, yes, yes.
Y: Well, I have to go now.
X: See you.
Y: See you.

Although this conversation seems to be extremely superficial and meaningless, it is a commonly accepted social ritual which cannot be ignored.

The best British characteristics

The British say that their best characteristics are culture, courtesy and consideration for the need of others. Indeed, they are very polite. They always queue when they are waiting for a bus and hold the door open for the person behind them. Also, the British bobbies have a reputation of being the friendliest and helpful policemen in the world. On the other hand, football fans are regarded as hooligans and vandals able to tear stadium into pieces. Generally speaking, however, the British are well-mannered. It is also true that they care for the needy, as there are a lot of charity organizations all over Britain.

Home, sweet home

“There is no place like home” – say the British. This adage best expresses an Englishman's traditional love of his home. About 70 % of British people have their own houses. Most homes have a garden in which the British spend a lot of time growing flowers and looking after lawn – a national pride. Many houses, especially the older ones, are surrounded by hedges, which symbolize the desire of the British to protect the privacy. ‘My house is my castle’ – this is well-known proverb reminds a visitor that unless he is invited, he may expect to be treated as an intruder.

Pets

The British love not only their homes but also their pets. Many people keep cats, dogs and other animals at home. They are completely crazy about pets and obsessed with the conditions in which animals are kept. There are more animal rights groups in Britain than anywhere else in world. Paradoxically, the English still love the hunting of wild animals, such as foxes and hares, with the aim of killing them.

To sum up

It is not easy to decide on the typically British characteristics. Not all English people are cold, uncommunicative or boring, not all of them are crazy about lawns and animals. Still, there is one thing that is typically British: a strong attachment to traditions and desire their country uniqueness. Some people say that the British live in the past, but they are simply proud of their originality.

TOPICAL VOCABULARY

Adjectives referring to countries and languages

With **-ish**: British, Danish, Flemish, Irish, Polish

With **-(i)an**: American, Australian, Brazilian, Canadian, Korean

With **-ese**: Chinese, Japanese, Maltese, Portuguese, Taiwanese

With **-i**: Iraqi, Israeli, Kuwaiti, Pakistani, Yemeni

With **-ic**: Arabic, Icelandic, Slavonic

Nationalities

Some nationalities and cultural identities have nouns for referring people, e.g. **a Finn, a Swede, a Turk, a Briton, an Arab**. In most cases, we can use adjectives as a noun, e.g. **a German, an Italian, a Belgian, a Catalan, a Greek**. Some need woman/man/person added to them, e.g. **a Dutch man, a French woman, an Irish person, an Icelandic man**.

People and races, religions

People belong to **ethnic groups** and **regional groups**. They speak dialects as well as languages. Everyone has a **native language** or **first language**; many have **second** and **third** languages. Some people are expert in more than one language and are **bilingual** or **multilingual**.

Basic **races** are Europeid race, Negroid race (Africans, Australian aborigines, Papuans, Melanesians), Mongoloid race (Mongoloids, (American) Indians).

Basic **religions** are Christians (Catholics, Protestants, members of Orthodox Church), Islam, Hinduism, Buddhists (Buddhism), Israelites (Judaism).

Languages

Language	The number of people (native language; mln/people)
French	72
German	95
Japanese	124
Portuguese	163
Russian	167
Arabian	197
English	327
Hindi	350
Spanish	374
Chinese	1202

DIALOGUE

A: Where are you from?

B: I'm from Delhi, India.

A: What is your name?

B: I am Wanija Krishnamurthan.

A: What is your nationality?

B: Malaysian.

A: What is your mother tongue?

B: Tamil (S. India).

A: And what type of dialect of English do you speak?

B: Malaysian. My second language is English and third one is Malay.

A: What ethnic group do you belong to?

B: Asian (Tamil Indian).

EXERCISES

1. Can you name a famous:

1. Chinese politician?
2. South African political leader?
3. Person who became a world religious leader?
4. Argentinean famous sportsman or sportswoman?
5. Italian opera singer?
6. Irish rock-music group?
7. Ukrainian world-known politician?
8. Russian famous poet?
9. Polish famous writer?
10. French couturier?

2. Correct the mistakes in these newspaper headlines:

1. Princess to marry a French? Royal sensation!
2. Britains have highest tax rate in EU.
3. Rwandese refugees leave UN camps.
4. Police arrest Danish on smuggling charge.
5. Iraqiian delegation meets Pakistanian President.

3. Answer the following questions:

1. What are the main ethnic groups in Malaysia?
2. Which countries, strictly speaking, are in Scandinavia?
3. What are the five countries with the highest population?
4. How many languages are there in the world?
5. Where is Kiribati?
6. Where do people speak Inuit?
7. What are the five most widely spoken languages in the world?
8. What basic races do you know?
9. What world religions do you know?
10. What country/region do you live in? Where is it situated? What's its population/territory? What makes it different from any other country of the world?

11. What is your mother tongue? What foreign languages do you know?
12. What is your nationality, ethnic, regional group?
13. What makes it easy to identify nationality? Do you believe in stereotypes?
14. What do you think is the stereotype for Ukrainian nationality?
15. What is a typical Ukrainian/English/American man or woman?

4. Fill in the blanks with the necessary words:

scholar, slavic, Ukrainians, mother tongue, mentality, stereotypes, academician, arena, national minorities, forefathers, autochthons.

Modern archeological evidence indicates that the Ukrainians are original _____ of this land, their _____ lived on this territory from the third or fourth millennia B.C.

Ahatanhel Krymsky, a prominent Ukrainian _____ and _____, analyzed the twelfth century Kyivan (Nestorian) Primary Chronicle and came to the conclusion that this literary monument bore witness to the development of such a trait of the people as language.

The Ukrainians are mainly descended from those imported as slaves. Over a thousand years ago _____ tribes – Polyans, Drevlyans, Siverians etc – made their appearance on the historical _____. One of the most powerful states of medieval Europe – Kyivan Rus – was founded. Since that time Ukrainian people made a long way to their independence. It was a gradual process that took thousands years. Nowadays the _____ are actively seeking to re-establish their own roots and cultural identity.

According to the Constitution of Ukraine, the state language in Ukraine is Ukrainian. But there is no one Ukrainian language common to all people in this country. The _____ have right to speak their own language. The most wide-spread among them is Russian. It is the _____ for more than 30% of the population of Ukraine.

Ukrainian _____ was formed and influenced by many factors. But there are some _____ of the Ukrainians. For instance, the Ukrainians are supposed to be great eaters and to eat large amount of food. People all over the world often play jokes on their appetite. At the same time, the Ukrainians are well-known for their hospitality. It became a tradition in Ukraine to meet guests with bread and salt and to offer the traditional meals.

Ukrainian people are also renowned for their dancing and singing ability. They really enjoy music and many of them like to perform in choruses and folk dance groups. These characteristics are, of course, not reliable descriptions of individual people. Nevertheless, they indicate some common features in the value attached to certain kinds of behaviour in this country.

5. Which adjectives below go with the nationalities below?



reserved
casual hospitable
formal self-satisfaction
sociable with respect to authority
with sense of pride with sense of dignity
friendly humorous
romantic nationalistic
outgoing emotional
talkative easy-going
quiet sociable
polite punctual
lazy serious
sense of superiority selfish
fun-going outgoing
formal punctual
rude quiet
hard-working tolerant
sophisticated

German
French
Ukrainian
American
British

6. Fill in the chart. Add five countries of your own. Write some sentences about the people of each country:

Country	Nationality	About people
Italy	The Italians	Eat a lot of pasta. They are good cooks.
Brazil		
Germany		
Spain		
Holland		
Turkey		
Ukraine		
Russia		
Sweden		
England		

7. Translate into English:

Канадський народ.

Канада – багатонаціональна країна. Канадці англійського та французького походження складають 50% населення, тоді як громадяни італійського, німецького, українського, китайського, американського, індійського й ескімоського походження складають значні меншини.

Хоча Канада має відносно низький за світовими стандартами рівень народжуваності, населення Канади збільшилося від 11,5 млн у 1941 році до 27 млн сьогодні. Все це стало можливим завдяки еміграції. Більшість новоприбулих – вихідці з Європи, Азії, США. У Канаду також прибувають індіанці, пакистанці та китайці.

Англійська й французька – дві основних мови, причому англомовних канадців удвічі більше, ніж франкомовних. Канада – гарний приклад того, як представники різних культур, що спілкуються різними мовами, живуть поруч, керовані одним урядом. Темп приросту населення й рівень смертності теж порівняно невисокі. Понад три чверті населення Канади живе у містах.

8. a) Read and translate the following article; b) What advice would you give somebody coming to live and work in your country?

A World Guide to Good Manners

How not to behave badly abroad

Travelling to all corners of the world gets easier and easier. We live in a global village, but how well do we know and understand each other? Here is a simple test. Imagine you have arranged a meeting at four o'clock. What time should you expect your foreign business colleagues to arrive? If they are German, they will be bang on time. If they are Americans, they will be probably 15 minutes early. If they are British, they'll be 15 minutes late, and you should allow up to an hour for the Italians.

When the European Community began to increase in size, several guidebooks appeared giving advice on international etiquette. At first, many people thought it was a joke. Very soon they had to change their ideas, as they realized that they had a lot to learn about how to behave with their foreign business friends.

For example:

The British are happy to have a business lunch and discuss business matters with a drink during the meal; the Japanese prefer not to work while eating. Lunch is a time to relax and get to know one another, and the rarely drink at lunchtime.

The Germans like to talk business before dinner; the French like to talk first and talk afterwards. They have to be well fed and watered before they discuss anything.

Taking off your jacket and rolling up your sleeves is a sign of getting down to work in Britain and Holland, but in Germany people regard it as taking it easy.

Americans executive sometimes signal feelings of ease and importance in their offices by putting their feet on the desk whilst on the telephone. In Japan,

people would be shocked. Showing the soles of your feet is the height of bad manners. It is a social insult only exceeded by blowing your nose in public.

The Japanese have perhaps the strictest rules of social and business behaviour. Seniority is very important, and a younger man should never be sent to complete a business deal with an older Japanese man. The Japanese business card almost needs a rulebook of its own. You must exchange business cards immediately on meeting because it is essential to establish everyone's status and position.

When it is handed to a person in a superior position, it must be given and received with both hands, and you must take time to read it carefully, and not just put it in your pocket! Also the bow is very important part of greeting someone. You should not expect the Japanese to shake hands. Bowing the head is the mark of respect and the first bow of the day should be lower than when you meet thereafter.

The Americans sometimes find it difficult to accept the more formal Japanese manners. They prefer to be casual and more informal, as illustrated by the universal 'Have a nice day!' American waiters have a one-word imperative 'Enjoy!' The British, of course, are cool and reserved. The great topic of conversation between strangers in Britain is weather – unemotional and impersonal. In America, is the search to find a geographical link. 'Oh, really? You live in Ohio? I had an uncle who once worked there.'

'When in Rome, do as the Romans do.'

Here are some final tips for travelers.

In France you shouldn't sit down in a café until you've shaken hands with everyone you know.

In Afghanistan you should spend at least five minutes saying hello.

In Pakistan you mustn't wink. It is offensive.

In the Middle East you must never use the left hand for greeting, eating, drinking, or smoking. Also, you should take care not to admire anything in your hosts' home. They will feel that they have to give it to you.

In Russia you must match your hosts drink for drink or they think you are unfriendly.

In Thailand you should clasp your hands together and lower your head and your eyes when you greet some one.

In America you should eat your hamburger with both hands and as quickly as possible. You shouldn't try to have a conversation until it is eaten.

(By Norman Ramshaw)

III. GRAMMAR

Grammar revision exercises

Practice makes perfect!

I. Complete the sentences with the correct form of the verb:

1. Some of the students (*speak, never*) _____ English before they (*come*) here last fall.
2. I (*come, not*) _____ here last year.
3. It is essential that you (*be*) _____ here tomorrow.
4. My passport (*stamp*) _____
5. My seventy-year-old grandfather, who owns his own business, (*continue*) _____ to work as long as he (*live*) _____.
6. I arrived here in August 1992. By August 2009, I (*be*) _____ here for ten years.
7. When I (*go*) _____ to bed, I (*finish*) _____ my homework.
- 8 You (*have*) _____ your contract soon: the secretary (*type*) _____ it right now.
9. How long he (*wait*) _____ for Steve yesterday? – He (*wait*) _____ for twenty minutes when Steve (*come*) _____ at last.
10. Are you going to read a letter you (*receive*) _____ ? – No, I (*not want*) _____ to read it now. I (*read*) _____ it when I (*be*) _____ in a better mood.
11. They (*walk*) _____ for a long time when she (*begin*) _____ to insist on a taxi.
12. His brilliant intellect (*win*) _____ him an international reputation.
13. My friend (*ask*) _____ me to explain new rule because he (*not understand*) _____ it.
14. As a teenager she (*be*) _____ a shy person but she (*become*) _____ very self-confident after she (*return*) _____ from a year abroad.
15. You (*like*) _____ Kyiv? – Yes. I (*like*) _____ this city. I (*be*) _____ here three times, you know.
16. He (*talk*) _____ to the gardener, outside the door when the cleaner (*arrive*) _____ .
17. You (*know*) _____ him well? – I (*know*) _____ him since childhood. He (*be*) _____ always a very honest man.
18. They already (*announce*) _____ the results? – Yes, they (*do*) _____ it some minutes ago. – What mark you (*get*) _____ ?
19. If he (*have*) _____ the money tomorrow, they (*give*) _____ this puppy to another boy and he never (*see*) _____ him again.
20. Two hours ago we (*speak*) _____ in our room. We (*hope*) _____ that nobody (*hear*) _____ our conversation.

II. Put the verb into the correct form:

Sam: How long you (to be) a doctor?

Lis: I (to graduate) from the university five years ago.

Sam: That (not to be) a long time. You always (to work) in this city?

Lis: No, some years ago I (to work) in a small town.

Sam: How long you (to be) here?

Lis: I (to think) I (to be) here already for two years.

Sam: And you always (to work) at this hospital?

Lis: Yes. It (to be) a nice place to work.

Sam: You (to have) any family here?

Lis: I (to be) married for over a year. I (to have) a daughter.

Sam: Really? What your husband (to do)?

Lis: He (to be) a doctor, too. He (to work) at the same hospital. But he (to work) here over seven years.

III. Correct the mistakes in these sentences:

1. The students will to examine by the end of month.
2. This question not solved yet.
3. This law was establishe by our local authorities.
4. This house is being build.
5. All the books been sold.
6. He be exhausted by hard work.
7. The children have leaved clothes lying around.
8. The food were not eaten at all.
9. The teacher interrupted by the students.
10. She was bitten from a dog yesterday.
11. I allow to go out now.
12. His tasks are never did.
13. He is appointed a new manager last week.
14. Italian is not teached at this university.
15. All the goods has been delivered.

IV. Rewrite the sentences using passive voice:

1. She has put her keys in her pocket.
2. We've never heard of this discussion.
3. You can meet here people from different countries.
4. This money will make up for the inconvenience.
5. They had already paid the bill.
6. They will miss opportunity to get job .
7. They put forward an idea for discussion.
8. She didn't recognize the criminal.
9. They are tasting a delicious cake.
10. I can spend ten days camping near the lake.
11. Jack realized that someone was following him.
12. Ann said someone had given her the wrong number.
13. She always criticizes the way I dress.
14. My younger sister borrowed my book without asking.
15. Nobody can copy these documents.

V. Rewrite the sentences using active voice:

1. My pen was taken by him.
2. He said his wallet had been stolen.
3. Their steps were heard to us.

4. Look. Someone is being attacked.
5. Who has been invited to dinner by Tom?
6. The possibility of new negotiations is being discussed.
7. I was promised a new computer by my parents.
8. The work can be finished by Christy.
9. The children were not punished last time.
10. I am sure I will be asked by police about accident.
11. His honesty was acknowledged by all.
12. The leading role will be performed by my favourite actress.
13. The window has been opened by somebody.
14. The equipment has just been delivered.
15. He was recognized as a brilliant musician by all.

VI. Translate into English using passive voice:

1. Велику кількість нових проєктів запропоновано під час останньої зустрічі.
2. Хтось поцупив мою нову книгу.
3. Мене просять розповісти про шкідливі наслідки кислотних дощів.
4. Учнів було покарано та проінформовано про шкідливість паління.
5. Всі ці жахливі речі зроблено руками людини.
6. Рівень забруднення води в цій річці перевіряють щодня.
7. Його схопили та відправили до в'язниці.
8. Про цю людину гарно говорять.
9. Ці слова було сказано пошепки.
10. Цю виставку відвідує багато людей
11. Злочинців необхідно знайти.
12. За лікарем вже послали.
13. Нас попросили залишити дітей вдома.
14. Саме зараз обговорюють наслідки жахливого землетрусу.
15. Вони не хочуть, щоб їм допомагали.
16. Рішення ще не прийняте.
17. Тебе оштрафують, якщо ти будеш забруднювати навколишнє середовище.
18. Я був упевнений, що свіжі газети купиш ти.
19. Мого друга призначено головою благодійного фонду, але він ще не знає про це.
20. Ми думали, що нас неодмінно запросять на збори.

VII. Rewrite the sentences in reported speech:

1. She said, "I am reading."
2. They said, "We are busy."
3. He said, "I know a better restaurant."
4. She said, "I woke up early."
5. He said, "I will ring her."
6. They said, "We have just arrived."
7. He said, "I will clean the car."
8. She said, "I did not say that."

9. She said, "I don't know where my shoes are."
10. He said: "I won't tell anyone."
11. They said, "This is our book."
12. She said, "I went to the cinema yesterday."
13. He said, "I am writing a test tomorrow."
14. You said, "I will do this for him."
15. She said, "I am not hungry now."
16. They said, "We have never been here before."
17. They said, "We were in London last week."
18. He said, "I will have finished this paper by tomorrow."
19. They asked me, "Where have you been?"
20. He told me, "Be quiet!"
21. She said: "I am here now."
22. She says, "It's a nice day today."
23. Last week he said, "I watched a great film yesterday."
24. They will say, "We can move the table ourselves."
25. She told me, "Don't forget to buy milk."

VIII. Rewrite in reported speech:

Alice: How are things with Ann?

Jane: She's just come back from France. She spent a wonderful week in Paris.

Alice: I want to give her a ring tomorrow. Perhaps she will agree to have lunch with me.

Jane: I am sure she will but I think she is going to Australia next Tuesday.

Alice: Let's ring her now. I will be glad to see her before her departure.

Jane: All right.

IX. Rewrite in reported speech:

1. "What shall we do with Tom?" – asked Nick. "He will not finish his work himself".
2. "Where is my magazine, Alice?" – asked mother. "I have put it on the table", said Alice.
3. "Don't draw in your books!" the librarian said to pupils. The pupils answer, "We will keep our books clean."
4. "I can't do this task myself", said my brother. "Ask your friend to help you", I said to him.
5. "Are you hungry?" said Ann to us. "No, we have just had a lunch."
6. "Why are you so angry?" she said to me. "I can't find my purse", I said.
7. "Where is Peter?" said Alec. "He has been doing military service already for five months", I said.
8. "When will you phone again?" asked he. "I don't know exactly", he answered.
9. "What is the secret of his success?" said Tom. "He always works hard", answered the woman.

10. He asked Tracy: “Have you ever been to Paris?” – “I want to go there next month”, said Tracy.

IV. WRITING

Discuss in groups the following topics. Then write a report of the main points made by each speaker in your group. In your report use the words *think, believe, say, remark, state*.

Do you agree with the given statements? Why or why not?

1. A French woman can do any job a French man can do. 2. When a person decides to get married, his or her love for the other person is the only important consideration, but not nationality or religion. 3. A world government is both desirable and necessary. Countries should simply become the states of one nation, the Earth. In this way, wars could be eliminated and wealth could be equally distributed.

UNIT 3

GLOBAL DISASTERS

II. *TEXT*

Condition critical

For more than 40 years, Earth has been **sending out distress** signals. At first, they were **subtle**. Then the signs were unmistakable, like the **pall** of smoke over the Amazon rainforest, when farmers set fires to clear land. Finally, it became obvious that Earth's pain had become humanity's pain.

And how we responded to all loud distress signals? We've staged a procession of Earth's days, formed green parties, passed environmental laws, organized global **gabfests** and photo ops. All the while, the decline of Earth's **ecosystem** has continued **unabated**.

What will it take for us to get serious about saving our **environment**? When will environmentalism move from being a philosophy promoted by a passionate minority to a way of life that governs mainstream behavior and policy? How can we understand that Earth is one big natural system and that torching tropical rain forests and destroying coral reefs will eventually threaten the well-being of towns and cities?

The new UN report examines the state of knowledge about five ecosystems, scoring them in terms of their capacity to deliver the goods and services that support life and continue to support life and human economies.

Coastal/marine

Home to 2 billion people, coastal areas play a vital economic role and also feel the full **brunt** of human impact. For example, two-thirds of all fish harvested depend on some point in their lives on coastal wetlands, seagrasses or coral reefs, all of which are fast disappearing.

Freshwater

These are the most critical of ecosystems since all organisms need water to survive. For example, people now use more than 54% of all available fresh water and additional demand will further jeopardize all other ecosystems. Water scarcity may soon limit economic development.

Agricultural lands

One-third of global land has been **converted** to food production, but three quarters of this area have poor soil. For example, more than 40% of agricultural land has been badly degraded. Erosion, nutrient **depletion** and water stress spell trouble for such places as South America. Chemicals kill helpful creatures and create dead zones in the oceans.

Grassland

This system, which covers 40% of the world's land surface, includes savannas, shrublands and tundra. It supports the largest mammals, migrating birds, crops and livestock. The US has lost almost all its original grassland. Large areas are being turned into farmland or used for urban development.

Forests

Home for two-thirds off all species, forests temper climate and **capture** and store water. Except for Russia and Canada, industrial nations have cleared almost all their original forests. Rain forests are also rapidly shrinking. Most at risk is the Pacific Rim.

(From Time, April/May, 2000)

Vocabulary Notes

send – *v* [trans.] 1) to arrange for something to go to a place or person (надсилати, посилати). *E.g.* I'll send you an email confirming the date.

E.g. She sent the letter off this morning.

2) to cause someone or something to be in a particular state or to do something (доводити до певного стану).

E.g. His lectures send me to sleep.

Remember other phrasal verbs:

to send away for – to order or request that something be sent to one. *E.g.* He could send away for recipe.

to send back – to give/deliver back. *E.g.* He sent his food back.

to send down – to expel student from a university. *E.g.* He was sent out from Oxford.

to send for – to order or instruct someone to come to one. *E.g.* We had to send for a doctor.

to send off – to order someone to leave the field. *E.g.* The football striker was sent off for arguing with referee's decision.

to send out – to dispatch items to a number of people. *E.g.* He was sent out invitations to many people.

to send up – give an exaggerated imitation of someone or something in order to ridicule them. *E.g.* We used to send him up something rotten.

distress – *n* 1) a feeling of extreme unhappiness (горе, біда, страждання). *E.g.* Their divorce caused him great distress.

2) a very difficult situation where someone needs help (нужда, злидні, бідування).

E.g. There many charities who help families in distress.

subtle – *adj* 1) not easy to notice or understand (ледь помітний). *E.g.* subtle changes in climate.

2) so delicate or precise as to be difficult to analyze or describe (тонкий, ніжний). *E.g.* A subtle taste, smell, sound, or colour is pleasant and delicate.

3) capable of making fine distinctions (гострий, проникливий). *E.g.* subtle irony, subtle mind.

pall – *n* 1) a thick dark cloud of smoke, dust etc (завіса, пелена). *E.g.* a pall of smoke/dust etc.

2) a cloth spread over a coffin, hearse, or tomb (покривало на труні). *E.g.* to cast a pall over tomb.

gabfest – *n* (chiefly N. Amer.) a prolonged conference or other gathering with much talking (обговорення).

ecosystem – *n* all the animals and plants in an area, and their relationship to each other and their environment (екосистема).

unabated – *adj* or *adv* without any reduction in intensity or strength (неослаблений). *E.g.* The storm continued unabated.

environment – *n* 1) the land, water, and air that people, animals, and plants live in (навколишнє середовище).

E.g. new laws to protect the environment.

Remember some things that are harmful to the environment:

pollution – damage caused to air, water, soil etc by harmful chemicals and waste.

the greenhouse effect – the warming of the air around the Earth as a result of the sun's heat being trapped by pollution.

global warming – an increase in world temperatures, caused by an increase in carbon dioxide.

acid rain – rain that contains acid chemicals from factory smoke, cars etc.

deforestation – when all the trees in an area are cut down or destroyed.

Remember some things that are good for the environment:

environmentally friendly/ecofriendly – products that not harmful to the environment when they are made or used.

recycled – recycled glass, paper, or other material has been put through a special process so that it can be used again.

biodegradable – a material that can be destroyed by natural processes, in a way that does not harm the environment.

organic – organic food or organic farming does not use chemicals that are harmful to the environment.

2) the people and things around you that affect your life (оточення).

E.g. Schools should provide a safe environment for children.

coastal – *adj* [only before noun] near the coast (береговий, прибережний)

E.g. coastal command; coastal waters; a coastal town.

brunt – *n* the worst part or chief impact of a specified action (тягар).

E.g. I had to bear the brunt of his anger.

to deplete – *v* [trans] to reduce the amount of something (вичерпувати, виснажувати). *E.g.* Many forests have been depleted by acid rain.

to convert– *v* [intrans.] 1) to change from one system or purpose to another, or to change something in this way (обертати, перетворювати).

E.g. The old houses have been converted into flats.

2) [trans.] to accept a different religion, opinion etc, or to make someone do this (навертати до віри).

E.g. Steve has converted from Christianity to Islam.

capture – *n* 1) the action of taking into one's possession or control by force (захоплення, взяття силою). *E.g.* the capture of the city.

2) a person or a thing that has been captured (здобич, трофей).

EXERCISES

I. Read the text and find the equivalents to the following expressions:

1. сигнал SOS;
2. димова завіса;
3. бути ледь помітним;
4. занепад екосистеми;

5. доставляти товари та послуги;
6. відігравати суттєву роль;
7. відчувати на собі основний тягар;
8. споживання води;
9. убивати корисні створіння;
10. швидко скорочуватися.

II. Fill in the words from the list, then make up sentences using the completed phrases:

unmistakable, humanity's, population, global, passionate, human, coastal, fresh, agricultural, urban.

- | | |
|-----------------------|--------------------|
| 1. _____ pain; | 6. _____ minority |
| 2. _____ economies; | 7. _____ land |
| 3. _____ wetlands; | 8. _____ signs |
| 4. _____ water; | 9. _____ pressures |
| 5. _____ development; | 10. _____ gabfest |

III. Fill in the correct prepositions:

1. Did you respond _____ her letter at once?
2. All our actors are serious _____ their work.
3. Two-thirds _____ his class consider themselves to be the leaders.
4. They depend entirely _____ the donations from the public.
5. All original grasslands were converted _____ the farmlands.
6. Hollywood discovered Mrs. Flynn and turned her _____ a star.
7. Let's use paper plates _____ the picnic.
8. Our people are _____ risk from Aids.
9. Our planet is the home _____ all helpful creatures.
10. They scored high _____ the proficiency tests.

IV. Fill in the correct prepositions after the verb *to send*:

1. Did you send _____ your application because of your departure to Switzerland?
2. I sent _____ all the party invitations.
3. The film sends _____ Hollywood disaster movies.
4. Send _____ a free recipe booklet.
5. The footballer was sent _____ for kicking another player.
6. The ship's radio sends _____ a powerful signal.
7. Do you think we should send _____ a doctor.
8. We sent _____ an ambulance.

V. Study the text and answer the following questions when discussing it:

1. What distress signals has the Earth been sending?
2. How does the change of the Earth's ecosystems influences communities and economies?
3. How do people respond to the Earth's distress signals?

4. What must people do to make environmentalism move from being a philosophy to a way of life?
5. How have people altered ecosystems?
6. Does the world need ecosystems?
7. What does every ecosystem suffer from?
8. How do various ecosystems interact?
9. What are some steps to improve the state of ecosystems?

V. Quote the text to prove that:

1. Earth's pain has become humanities pain.
2. The Earth is one big ecosystem.
3. Coast area plays a vital economic role.
4. All organisms need water to survive.
5. Chemicals damage land and water.
6. Ecosystems may lose their ability to recover.

VI. Agree or disagree with the following statements:

1. Everyone can do something to protect the environment.
2. Saving our planet starts at home.
3. Deforestation influences climate change,
4. Animals and birds mustn't be driven toward extinction.
5. People can do nothing to change the world.

VII. Comment upon the following statements.

When it comes to the environment, we're all in this together. No nation alone can defeat global warming or clean up the atmosphere and oceans.

VIII. Retell the text as if you are the representative of an international organization Greenpeace.

II. TOPIC

Many people tend to think that things in the modern world are getting worse and worse. The list of the problems, which are awaiting attention, seems to be endless. It includes numerous environmental, political, economic, technological, medical, demographic and social issues. The most common fears shared by the majority of people on earth are the following:

- the exhaustion of the earth's natural resources
- the extinction of many species
- the destruction of the tropical forests
- the pollution of air, water, soil
- the depletion of ozone in the atmosphere
- the greenhouse effect and global warming
- natural disasters related to changes in global climate (floods, droughts)
- earthquakes, hurricanes and volcanic eruptions

- the melting of the glaciers
- the population explosion in poor countries
- outbreaks of new incurable diseases
- drug abuse and alcoholism
- crime and violence
- unemployment
- military conflicts and wars
- Islamic fundamentalism
- terrorism
- intolerance and racism
- the break-up of the traditional family
- the economic gap between the developed and developing countries
- starvation
- mass population drift from poor to the richer countries
- urbanisation
- computerisation
- the misuse of the medical and nuclear achievements (e.g. cloning, nuclear power)
- the anonymity of contemporary man

The above-mentioned problems are only the tip of the iceberg. Unfortunately, they seem to indicate that we are not living in an ideal world. Pessimism about the human condition stemmed from more than problems of the present. It derived from a fear about the future, the future of the earth's human beings, of the earth itself and its ecology. In popular usage ecology may be synonymous with pollution problems. But ecological problems are caused not simply by dumping of harmful and nondegradable products. It is also the result of wastage of land as our most valuable resource. In many parts of the world rivers run brown because they are filled with the earth washed from the fields bordering them.

A close link exists between the problems of ecology and the population explosion that is occurring throughout the world. Indeed, if population had not increased alarmingly in recent years, the problems of environment might well have passed unnoticed. For example, New York City on the eve of the Civil War had a total population of 700,000. The area was not essentially smaller than it is now. Yet the inhabitants of the five boroughs constituting the city have multiplied ten times over.

Modern man consumes a far greater amount of oxygen to support his respiration but to support fires, power plants, chemical processes. The carbon dioxide produced by technological processes has greatly changed the carbon dioxide concentration in atmosphere. The technology has introduced into biosphere man-made radioisotopes and a wide variety of synthetic materials such as plastics, insecticides, herbicides, numerous industrial materials. All these substances alter the environment.

The problem of the environmental crisis has recently assumed global proportions. Scientists say, that unless some radical steps are taken, life on our planet may be irrevocably damaged, if not destroyed altogether.

The Environmental Problems of European Countries.

Europe has the same basic environmental problems, but they take different forms in each country. Already if you catch a fish in the Seine near Paris it may be without scales, a victim of pollution. In the Rhine you will catch no fish at all. The Mediterranean is actually dying from pollution.

It is fair to say, that a considerable effort has been made in Britain with regard to Thames. By 1949 it was described like a stinking black mess with no fish and almost no oxygen. Something had to be done. Legislation stopped the flow of industrial waste into the river, and nearly all the sewage is treated before it gets to water. Fish have come back and one salmon has been caught.

One of Britain's environmental successes has been the control of air pollution especially in London. Thirty years ago hundreds of people died every year from dreadful London smog. Since then London and many other cities have become smokeless zones, areas where no coal fires are allowed. But now the increase in traffic is threatening serious air problems in cities once again. The most common form of air pollution comes from cigarette smoke which pollutes all places. Traffic and aircraft can cause serious noise pollution.

TOPICAL VOCABULARY

A

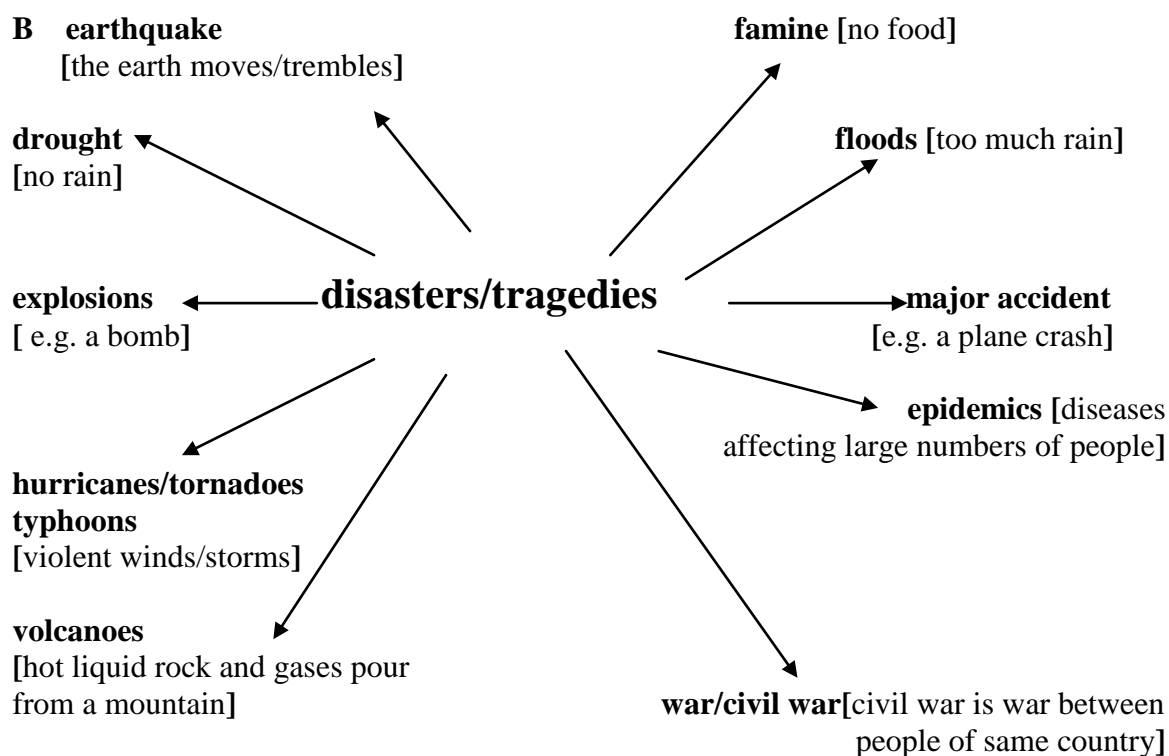
Useful English vocabulary, phrases and terms relating to the environment.	
Acid rain (кислотний дощ)	Acid rain is rain mixed with sulphuric, nitric and other acids formed by gases released into the atmosphere when fossil fuels are burned (factory smoke, cars, etc.) Acid rain is considered responsible for damaging forests and crops, and is particularly harmful to fish and other aquatic life in rivers and lakes.
Arid (посушливий, неродючий)	Land or climate that is extremely dry due to very low rainfall. Agriculture in arid regions is impossible without irrigation.
Ban (забороняти)	Forbid or prohibit something.

Biotechnology (біотехнологія)	The application of technology to the study or manipulation of living things in areas such as agricultural production, hybrid plant development, medicine, environmental research, etc.
Carcinogenic /Carcinogen (такий, що сприяє захворюванню на рак)	Capable of causing cancer. A substance that may cause cancer in animals or humans.
C02 (вуглекислий газ)	Carbon dioxide: a colourless, odourless, non-poisonous gas that is a normal part of the air. It is absorbed by plants and exhaled by humans and animals. Burning fossil fuels (coal, oil, wood) increases carbon dioxide. Carbon dioxide is a greenhouse gas that contributes to global warming.
Climate change (зміна клімату)	Climate change, which is often called global warming, refers to changes in weather patterns including: - a rise in global temperatures; - changes in rainfall patterns, which result in flooding and droughts; - a rise in sea level. Climate changes can be caused both by natural forces and by human activities.
Conservation (зберігання, захист)	Protecting, maintaining or improving natural resources, to keep them safe from destruction or degradation and conserve them for future generations. Clean rivers and lakes, wilderness areas, wildlife, healthy soil, and clean air are natural resources

Dead zone (мертва зона)	Area of water containing low levels of oxygen in which fish, plants and other aquatic life find it difficult to survive.
Deforestation (винищення лісів)	Destruction of forests to make land for agriculture. Cutting down trees, which provide oxygen and absorb carbon dioxide, is seen as a cause of increased greenhouse effect. Deforestation also entails the destruction of animal habitats.
Disposable (одноразового використання)	Refers to material designed to be thrown away after use.
Dump (смітник, звалище)	Location where garbage, rubbish or waste is taken and just dumped, without environmental controls. Problems associated with dumps include multiplication of disease-carrying organisms together with air and water pollution.
Ecosystem (екосистема)	A community of plants, animals and other organisms living in an area which provides what they need in order to survive. The different species depend on the environment and the environment depends on them. An ecosystem can be as small as a tiny pool or as large as a huge desert.
Emission (викид)	The release or discharge into the air of pollutant substances such as gas or smoke.
Endangered species (зникаючі види)	Animals and plants in danger of becoming extinct.
Genetic engineering (GE) (генна інженерія)	Technology used to modify the genetic material of a cell or organism in order to produce desired effects or traits and to eliminate undesirable ones.

Genetic modification Genetically Modified (GM)	Modification of the characteristics of an organism by inserting genes from another organism into its DNA. (also called genetic engineering).
Global warming (глобальне потепління)	A gradual warming of the earth's surface temperature reportedly caused by the emission of gases that trap the sun's heat in the earth's atmosphere. The burning of fossil fuels releases carbon dioxide, methane, and other greenhouse gases into the atmosphere. These gases form a blanket around the earth (similar to the walls of a greenhouse), holding heat and raising temperatures on the ground. Climate change is believed to be linked to global warming.
Ground water (підземні води)	Water found below the surface of the land, usually in porous rock formations. Ground water is the source of water found in wells and springs and is frequently used for drinking.
Habitat (природне середовище, місце поширення)	The natural home of a plant or animal.
Irradiation (опромінювання)	A process that uses radiation to reduce or destroy bacteria and germs in food products in order to prevent illnesses and to lengthen the shelf life of the products. Some people are unsure of the long-term health effects of irradiated food.
Nuclear energy (атомна енергія)	Energy produced by the process of nuclear reaction inside a nuclear reactor, or by radioactive decay.
Pesticide (пестицид)	Substance that repels or kills plant or animal

	pests. Herbicides, insecticides, fungicides, etc. are all pesticides.
Pollution (забруднення)	Contamination of the air, water, or soil with substances that can cause harm to human health or the environment.
Recycling (переробка)	The process of minimising waste by recovering materials and transforming them into new products.
Smog (смог)	Originally smog meant a mixture of smoke and fog. Today, it is used for any kind of air pollution found in cities: dust, smoke, exhaust gases or chemical fumes.
Waste (сміття)	Anything that is unwanted or unused and is thrown away.



Disasters not caused by human beings can be called **natural disasters**.

Verbs connected with these words

The flu epidemic **spread** rapidly throughout the country.
Millions are **starving** as the result of famine.

A big earthquake **shook** the city at noon today.

The area is **suffering** its worst drought for many years.

Civil war **has broken** out in the north of the county.

A tornado **swept** through the islands yesterday.

A volcano has **erupted** in Indonesia. Hundreds are feared dead.

Active volcano may **explode** at any moment, dormant volcano is not active at present and erupt volcano may explode and **sand** smoke, fire and rock into the sky

*Remember: **injure** [people], **damage** [things]:*

300 people were **injured** and dozens of buildings were **damaged** in the hurricane.

Words for people involved in disasters/tragedies

The explosion resulted in 300 **casualties** [dead and injured people].

The real **victims** of civil war are children left without parents [those who suffer the results].

There were only three **survivors**, all the other passengers were reported dead [people who live through the disaster].

Thousands of **refugees** have crossed the border looking for food and shelter [someone who has had to leave their country to escape from danger or war].

During the battle, the dead and **wounded** were flown out in helicopters [injured in a battle or by a weapon].

DIALOGUES

a) A: Is the Mediterranean actually dying from pollution?

B: Yes, it is, I would say. If pollution continues at its present pace I think that the northern half will be almost dead in 10 years. It would take only 15 years for the whole Mediterranean to become dead as far as marine life concerned.

A: Under the best conditions, how long would it take the Mediterranean waters to be renewed?

B: If you stop all pollution of the Mediterranean now, it would still take about 100 years for the sea to become clean.

A: Is the Mediterranean polluted everywhere?

B: Not exactly, because there are several kinds of pollution. Surface pollution, mainly from petroleum product, you find everywhere. Then there is the vast human and industrial pollution generated by the densely populated coasts.

A: Is anything being done about water pollution?

B: There is not much that can be done.

b) A: This afternoon we welcome Nicole Svatek to the studio. Nicole runs special courses for the airline company Virgin Atlantic, and today we'll be discussing the 1989 United Airlines DC 10 flight 232 crash in which tragically over 100 people were killed. Good afternoon, Nicole.

Nicole: Hello.

A: Perhaps you could tell us, first of all, what your courses involve.

Nicole: Well, pilots need to be trained to deal with dangerous situations so they are able to stay calm and think clearly in the event of emergency. This reduces the chances of human error which often result in disaster.

A: Crash experts always look for the black box flight recorder at the crash scene. This is really useful piece of e, isn't that correct?

Nicole: Yes, the black box actually records everything that is said in the cockpit, so when the crash experts listen to the crash.

A: So what actually happened in the United Airlines crash?

Nicole: Well, the number two engine failed at 37,000 feet over the western United States. Fortunately, as the captain had been on one of the courses, he was able to stay calm even though he knew that he might die. Because he didn't panic, he was able to concentrate on landing the plane as safely as possible.

A: So how did he do that?

Nicole: Well, together with his crew and a trainer pilot who happened to be a passenger on the flight, the captain was able to plan a controlled crash landing in Sioux City.

A: Unfortunately, as I mentioned earlier, over 100 people were killed in the crash, but, miraculously, 183 people survived. So these people have the plane's captain to thank for saving their lives with his good training and self-control.

Nicole: Absolutely.

A: Nicole, thank you very much for joining us today.

EXERCISES

1. Fill in the blanks with a suitable word:

1. A major earthquake _____ large areas of southern Italy last night.
2. An extremely violent storm consisting of air that spins very quickly and causes a lot of damage is _____.
3. Three people were seriously _____ in the crash.
4. This volcano can _____ at any moment because it is an active volcano.
5. The force of the _____ of the bomb shook the building.
6. The _____ and _____ were left lying on the battlefield; it was a disgrace.
7. Were there any _____ when the ship sank? – I'm afraid not.
8. It is the worst road accident the country has ever seen, with over 120 _____.
9. The government agreed to allow 3,000 war _____ to enter the country.
10. Another 50 people died today, all _____ of the famine.

2. What type of disaster are these sentences about:

1. The earth is cracked and vegetation has withered.
2. The tremor struck at 3.35 p.m. local time.
3. People had boarded up shops and houses during the day before, and stayed indoors.
4. Shelling and mortar fire could be heard all over the town.

5. Witnesses said they saw a fire-ball fall out the sky. People had to stay in the upper floors and sometimes on the roofs of their homes.

3. Complete the mixing items in this word-class table, using a dictionary if necessary. Where there is a dash (-), you do not need to write anything.

verb	noun: thing or idea	noun: person
	explosion	-
		Survivor
injure		
starve		
erupt		-

4. Match the disasters and accidents with the headlines:

*avalanche typhoon volcanic eruption shipwreck
drought famine nuclear explosion plane crash*

- Speeding wall of snow sweeps away skiers.
- Storms and high winds leave thousands homeless.
- Survivors recall flight of horror.
- Crew members missing as liner sinks.
- Radioactive cloud threatens cities.
- Crops fail as dry weather continues.
- Food aid urgently needed.
- Lava threatens town.

5. Match the words in the list with the nouns. Say which of the collocations are used to describe threats to the environment, and which describes possible ways to solve environmental problems?

*acid greenhouse factory nuclear
oil breeding conservation environmental
forest endangered national thick*

-species
-rain
-emissions
-awareness
-parks
-waste
-programmes
-areas
-smog
-spills
-fires
-gases

6. In these headlines, say whether the situation seems to be getting *worse* or *better*, or whether the disaster has *happened* or has been *avoided/prevented*:

- a) Poison gas cloud spreads.
- b) Police defuse terrorist bomb.
- c) Oil slick recedes.
- d) AIDS time-bomb ticking away.
- e) All survive jumbo emergency landing.
- f) Flood warnings not heeded in time.

7. Headlines are short and introduce newspaper reports briefly in an eye-catching way. Read the sentences, underline the keywords and, suggest headlines.

- 1. Four days of heavy rain caused major flooding in Rockwood. 600 people have been forced to leave their homes.
- 2. A massive earthquake has destroyed most of Bay City. Thirty-six people were killed and forty are missing as a result of the quake.
- 3. A couple was killed on Tuesday when their car was hit by a lorry. The driver of the lorry, who drunk, was not injured.

8. Read and translate the following news reports. Think of a suitable headline for each:

A An aeroplane operated by the Romanian national airline, Tarom, crashed into a field only three minutes after taking off from the runway at Bucharest airport this morning. All of the 59 people on board the Brussels-bound plane are believed to have died.

The plane was found 28 km. from Bucharest airport shattered into tiny pieces, the largest being only 2 metres long. The cause of the crash is not known. At first experts thought that the pilot might have experienced a technical problem such as engine trouble or a problem with the fuel tank, but air-traffic control reported no radio contact with the pilot in which he said he was experiencing difficulties. Weather conditions today have been good with excellent visibility and no fog. Sabotage or a terrorist attack have not been ruled out.

Witnesses reported hearing an explosion before the plane nosedived and crashed into the ground. It seems likely that a bomb had been planted on board the plane. Crash experts are examining the wreckage and a statement will be issued later this week as to the cause of the crash.

B Disaster struck in the town of Redbrooke late last night when the recently built Palmer Court apartment block caught fire and was completely destroyed.

It was just after 2.00 am when many of the residents in the building were woken by the smell of smoke. The Fire Brigade was alerted and arrived promptly to evacuate the building and extinguish the fire.

The fire spread rapidly through the building and the rescue operation had to be carried quickly in order to save the forty-three residents inside. Twenty-nine people were taken to General Hospital suffering from smoke

inhalation and minor burns, but it is expected that they will be discharged today. The remaining fourteen people were evacuated safely with no injuries. The Fire Brigade battled with the fire until 7 o'clock this morning but were unable to save a building. The residents will be provided with temporary accommodation.

The investigation is being carried out to determine the cause of the fire. At present it is suspected that it was caused by a malfunction in the electrical wiring system, which would explain why so many flats were affected at the same time.

C: Gases pollute the atmosphere because they are produced too quickly to be cleared away naturally by rain, winds or plant life. These poisonous gases come from several sources such as oil producers, industries which burn fuel, and motor vehicle. When the gases are released, they have two harmful effects. Firstly, some of the gases are caught by rain clouds and fall as acid rain, which damages the environment. Secondly, increasing amounts of carbon dioxide forms a cover over the earth, keeping the heat of the sun close to the earth's surface just like a greenhouse keeps heat in. The increase in carbon dioxide is made worse by the cutting down of forests. Trees use carbon dioxide and the fewer trees there are, the more of this gas remains in the air. The USA is now leading an international effort to limit deforestation. In 1996, Washington set goals for industry, and several international agreements have already been effective in reducing the production of harmful gases. Only international cooperation can solve this problem which, if not controlled, may threaten all life on earth.

9. Read the following news report and fill in the correct words from the list:

braked injuries direction crashed
damaged overtake skidded collision

There have been further road accidents following yesterday's heavy rain. Early last night two motorists suffered serious 1)..... in an incident involving three vehicles.

Mr. Ray Amberly from Newden was travelling along Pyke Road at around 90 mph when he noticed the van behind his car driven by Mr. Joseph Brown, moving out to 2).....him. Mr. Amberly 3) slightly in order to let the driver of the van pass, but instead of slowing down, his car 4).....on the slippery surface and 5) into the van. As a result, the van was knocked into a third vehicle, coming from the other 6)which was driven by Mr. Luke Porter. All three vehicles were severely 7)in the 8)..... and the three drivers had to be taken to hospital.

Police believe that the crash could have been avoided if the drivers had not been travelling so fast under such dangerous conditions.

10. Work in groups. Consider the following arguments in favour of/against environmentalism. Add your own arguments and counter-arguments as well:

For	Against
People, involving in recycling, cleaner cars, organic food, the rescue of endangered species, environmental education, ecotourism can do a lot for the planet.	The preservation of the natural world is outside the power of individuals.

11. Read the table and discuss the global problems, their effects, their solution.

Problems	Effects	Solutions
Litter/rubbish	Dirty streets Spread of diseases	Encourage recycling Use litter bins
Air pollution	Breathing problems Cancer risk	Unleaded petrol Filters in factories Ban car from city centres
Water pollution	Fish die Stomach illness	Limit use of chemicals Fine factories which pollute seas/rivers

12. Translate into English:

Світ, в якому ми живемо, різноманітний і багатогранний. На планеті Земля є велика кількість річок, озер, гірських вершин і рівнин, безліч чудових краєвидів. Люди не перестають захоплюватися природою нашої планети, її рослинним і тваринним світом.

Людина відкрила та освоїла найпотемніші куточки Землі. Навіть найвіддаленіші острови відчувають на собі її вплив, який, на жаль, не завжди є благотворним. За останні роки перед людством постало багато проблем, що вимагають невідкладного розв'язання. Однією з таких проблем є захист природних екосистем.

Повітря, вода, ліси зазнають шкідливого впливу від господарської діяльності людини. Забруднення річок, морів, океанів, нищення тварин і птахів, місць їх поселення веде до руйнування екосистем, що, зрештою, негативно позначаються на житті людини.

Науковці, екологи, активісти «зеленого руху» усього світу намагаються довести необхідність збереження навколишнього середовища. І не марно.

Сама логіка життя допомагає їм у цьому. Зараз уже зрозуміло всім, що лише коли люди почнуть реально відповідати за свої вчинки, постійно враховуватимуть екологічну складову у своїй діяльності, тоді екологічні системи Землі почнуть відроджуватися.

III. GRAMMAR

I. Fill the gaps with the correct tenses (active or passive voice).

Save Our Planet, Save Our Health

There _____ (be) a definite cause-effect relationship between the environment and human health, one of direct dependency. To put it in simple terms, the healthier the Earth is, the healthier its inhabitants. It's something that is pretty obvious if only we _____ (stop) to think about it, but since most of us _____ (be) busy we _____ (be) able to protect our own lives, we fail to see how the two _____ (interlink). Human beings and all other living forms on Earth _____ (be) affected by:

- *Air pollution:* We only have to walk on the sidewalk of a busy New York street to see how much pollution our cars _____ (cause). It's not just the exhaust from motor vehicles, it's also the smoke that _____ (belch) out from the innards of industries, mostly from hazardous manufacturing facilities like coal factories. All this _____ (serve) to make our planet one polluted mess. We _____ (expose) to chemical residues that are toxic and cause asthma and other respiratory illnesses, allergies, and skin disease. And our children _____ (suffer) from congenital problems because we _____ (expose) them to harmful chemicals. There seems to be no limit to the amount of pollutants we _____ (send) into the air, so this situation is set to continue for an indefinite period of time.

Water pollution: Water _____ (be) our most precious resource, one without which we would all die. But we _____ (end up) polluting our natural water resources like lakes, streams and rivers with the effluents that _____ (result) from manufacturing and other industries. We _____ (cut down) trees and _____ (decrease) rainfall. We _____ (wipe out) entire species by destroying their natural habitat. And we _____ (suffer) as a result of our actions – we _____ (plague) by diseases that _____ (arise) from drinking contaminated water, like cholera, dysentery and typhoid.

Unsanitary conditions: When nature _____ (destroy) indiscriminately, there _____ (be) less rainfall and more poverty. Most people who _____ (impoverish) live in unsanitary conditions _____ (be) susceptible to diseases and chronic conditions.

Besides this, the high level of pollution in the environment _____ (put) us at risk for cancer, Parkinson's disease and other terminal diseases. And unless we _____ (stop) polluting the Earth and _____ (start) to nurture it again, we

_____ (be) in danger of losing not just our health, but also the very planet we live on.

II. Non-Finite Forms of the Verb

*All English grammars distinguish between finite and non-finite forms of the verb. The non-finite forms, which are also called the verbals or the non-predicative forms of the verb, comprise **the infinitive, the gerund, participle I and participle II**. Verbals are words that express action in a general way, without limiting the action to any time, or asserting it of any subject. Verbals are the forms of the verb because they have certain features in common with the finite forms. But at the same time they have their own peculiarities which distinguish them from the finite forms.*

***Gerund** is a form of the verb that functions as noun and has besides verbal characteristics also traits in common with a noun. It always ends in "ing".*

***Participle** is a form of the verb that functions as adjective and has besides verbal characteristics also traits in common with an adjective. It can end in "ed", "en" or "ing".*

***Infinitive** is a form of the verb that may act as adjective, adverb or noun and has besides verbal characteristics traits in common with a noun. It includes "to" plus the base form of the verb, as in "to run".*

As noted, verbals do not act in conjunction with the subject as a verb. They may modify the subject, and in fact, they may be the subject, but they do not act as the verb for the subject. The verbals are not restricted in number and person by any grammatical subject. Neither have the verbals mood distinctions. In common with the finite forms of the verb all the three verbals have tense, voice and aspect distinctions. They do not indicate the time of the action, but only whether the action expressed by a verbal. Their syntactical functions are also different from those of the finite forms.

Syntactical Functions of the Verbals

	INFINITIVE	GERUND	PARTICIPLE I	PARTICIPLE II
Subject	Never to be late was her rule. There is nothing to worry about.	Learning is very easy for him.	—	—

Predicative	Her aim was <i>to become</i> a doctor. She was pleasant <i>to deal</i> with.	<i>Seeing</i> is believing.	The answer of the student is <i>disappointing</i> . The trip to the mountain was very <i>exciting</i> .	He seemed <i>delighted</i> to see me again. She looked <i>worried</i> .
Object	I was glad <i>to see</i> my friends again. Judy promised <i>to continue</i> her education.	We spoke about <i>swimming</i> . We enjoy <i>reading</i> books late in the evening.	I watched him <i>seeing</i> a friend off. We heard them <i>entering</i> the room.	I heard these words <i>mentioned</i> several times. They had my room <i>prepared</i> .
Attribute	I have a desire <i>to change</i> my mind. She was the first <i>to pass</i> the exam. He is just a man <i>to do</i> it.	He developed a habit <i>of reading</i> fast. My reason <i>for coming</i> here is important. (used with preposition)	The boy <i>walking</i> in the park is a good athlete. The <i>singing</i> girl is Oleg's sister. (used without preposition)	People <i>treated</i> in polyclinics are called outpatients. <i>Frozen</i> with horror he began to understand everything.
Adverbial Modifier	You must be good player <i>to be</i> captain of a team. He came to my office in order <i>to see</i> me and <i>ask</i> for a job.	I go to the playground <i>after doing</i> my lessons. Wash your hands <i>before having</i> a meal. (used with preposition)	<i>Reading</i> an English book I found some new words. <i>Walking</i> in the street we met an old friend. (used without preposition)	If <i>sent</i> at once, the telegram will be delivered in time. He looked bewildered as if <i>told</i> something unbelievable.

Exercises:

I. Translate into Ukrainian. Identify the verbals in the following sentences:

1. To skate is pleasant.
2. Seeing is believing.
3. Hal wanted to open the present.
4. Prisoner carrying the heaviest load toppled forward.
5. The spaghetti, tasting good to everyone, was a popular choice.
6. It was too late to find them at their places.
7. Language to suit the occasion is best.
8. I enjoy studying biology.
9. Borrowing money is usually a mistake.
10. The bridge covered with ice was narrow.
11. Sally wanted to see the movie showing at the Ritz in town.
12. Making plans for the future is a good idea.
13. After closing on her house, Tanya decided to sell some of the furniture.
14. Jesse decided to help his brother build a new house.

15. Having seen the movie before, Wanda decided to stay home and wash her hair.
16. It was satisfying to have finished the test, and Mike, having a few extra minutes, decided that checking his answers would be a good idea.
17. Finding the restaurant was not difficult, but not eating too much was a real chore.
18. Peter is known to be the best student in the group.
19. He had his hair cut.
20. Much depends on your participating.

III. Complete the following sentences using the verbals. Identify the verbals in these sentences:

1. To tell the truth under the circumstances means
2. Having done this my brother
3. A good student is supposed to
4. Being very clever he
5. His spelling has considerably
6. We don't feel like
7. It was wise of him to
8. ... love stories made her cry.
9. The question is too complicated to
10. I don't mind your
11. Nothing could prevent me from
12. They agreed to
13. People don't like the habit of
14. We muster our knowledge by
15. He was the last to
16. Our students were astonished to
17. The professor insisted on our
18. I am against
19. It's a high time to
20. Being asked for her opinion she

WRITING

1. You work as a journalist. Write a news report about any disaster or accident /a car accident; a bank robbery; a shipwreck etc/.
2. Your teacher asked you to write about advantages and disadvantages of living in big cities. What problems do our cities face today?
3. Write a letter to your friend describing in what ways wild animals are threatened by man today.

MODULE 2

UNIT 4

SOME FACTS ABOUT GREAT BRITAIN

IV. *TEXT*

New Island in the Sun

The United Kingdom is showing an unmistakable **spring** in its step. It has the feel of a younger, fresher, getting-ahead sort of place – not simply for wide boys pouring bubbly in brokerage houses but for ordinary people. **Production** and employment have come back. The national **resurgence** coincides with a new sense of identity, of pride in the here and now as well as the storied past. Health care, education and unemployables remain **profound concerns**. Still, the arts are flourishing, culture exports are an international hit, and people are exploring new horizons of the world.

The idea of nationalism is changing rapidly. As **prosperity** flows into such former black spots of despair as the mining regions of the North, the Midlands and Wales, civic pride is attaching as much loyalty to Europeanness as Britishness. Cardiff is beginning to see itself as a regional capital in Europe rather than a small capital of a British region. Wales is very outward-looking toward Europe. Lately Cardiff is a place reborn. Slowly at first, and now at a brisk trot local redevelopment **authorities** have helped to reclaim some 8,000 hectares of polluted industrial land and turn Cardiff's waterfront into a showpiece of self-renewal.

Wales' tectonic shift from heavy industry to electronics and other enterprises has not come without cost. On the whole, Wales' worst years seem behind it.

According to most Britons, health care and education could be a lot better. New funds are being **pumped** into these services **to establish** new standards: summer schools and after-school study programmes for children, for instance. Britain's homeless population, while sharply **reduced**, also has not gone away, and simple job security now seems to be what **concerns** working adults most. Countryside dwellers also fear that the country's **urban** politics may doom their cherished way of life. They are worried not just about a proposed ban on foxhunting, but legislating rural **values** into extinction.

And yet, at the everyday level Britain is breathing freer. Simple pleasures like dining out and cooking exotic foods are changing the ways Britons think of their world. Continental-style brasseries lend town a more European feel, and no longer is the land one of "sixty different religions and only one sauce" as an Italian noble once scoffed. Thanks to National Lottery grants, theatres, other cultural enterprises as well as charitable causes are bouncing back strongly.

Says Martin Jacques, a left-wing commentator; "Since 1945 Britain has been a country that has found it very difficult to live in the present and shake off the

past. It's really lived in the shadow of its incredible past." Modernization, a buzzword in every postwar decade, at last is sinking into the soul, Jacques believes. "People now have the confidence to feel themselves rather than somehow to be in the shadow of their forebears." Those were giant shadows indeed: an Empire, an industrial colossus, a pioneer in all things. Now it's a new generation's chance. Britain is showing plenty of true **grit**.

(By J. Walsh)

Vocabulary Notes

spring – *n* 1) the season between winter and summer (весна).

in spring/in the spring

E.g. The park is full of daffodils in spring.

2) a place where water comes up naturally from the ground (джерело, ключ).

E.g. hot/thermal springs

3) a twisted piece of metal that will return to its original shape after you have pressed or pulled it (пружина, ресора). *E.g.* bed springs.

4) a sudden quick movement or jump (стрибок).

to take/to make a spring.

production – *n* 1) the process of growing things or making them in factories, or the amount that is produced (виробництво, виготовлення).

production of; consumer goods/food/oil/milk etc production

E.g. Industrial production rose by 0.1%.

in production (=being produced)

E.g. The old model was in production for about 30 years.

2) when something is produced through a natural process (утворення).

production of

E.g. the body's production of red blood cells.

3) a film, play etc, or the process of producing it (постановка, вистава).

E.g. a modern production of Romeo and Juliet

resurgence – *n* when something starts to happen again (відродження).

E.g. a resurgence of racial violence

profound – *adj* 1) very great or serious (глибокий, кардинальний).

E.g. The story had a profound effect on me.

2) showing a lot of knowledge and understanding (складний для розуміння, заплутаний).

E.g. a profound remark

concern – *n* 1) a feeling of worry about something important, or the thing that worries you (занепокоєння, турбота).

E.g. The research findings gave serious cause for concern (=reason to worry).

concern about/over

E.g. There is growing concern about pollution in our cities.

concern for

E.g. concern for her children's

2) something that is important to you or that involves you (зацікавленість, інтерес).

concern to

E.g. Our main concern is for passengers' safety. The destruction of the rainforests is of concern to us all.

3) a company or business (участь, пай, доля, бізнес).

E.g. The restaurant is a family concern.

authority – *n* 1) the power someone has because of their official position (влада, повноваження).

authority over/for

E.g. Which country has authority over these islands?

in authority

E.g. Could I speak to someone in authority please?

2) an organization or government department that makes official decisions and controls public services (органи влади).

E.g. Write a letter of complaint to the local authority.

3) someone who is very respected because they know more than other people about a subject (авторитет, авторитетний фахівець).

authority on/in the field of

E.g. Dr Ballard is a leading authority on tropical diseases.

Synonyms:

expert – specialist who knows a lot about something because he has studied it for a long time. *E.g.* Lowe is an expert in immigration law.

connoisseur – someone who knows a lot about something such as art, food, or music.

E.g. a connoisseur of fine wines.

to pump – *v* [intrans., trans] 1) if liquid or gas pumps somewhere, or if you pump it, it is forced to move in a particular direction (викачати).

pump from/out of

pump something into/out of etc something

E.g. Fire crews will pump the water out of the flooded homes.

2) [trans.] informal if you pump someone for information, you ask them lots of questions (вивідувати, випитувати).

pump somebody for something

E.g. Laura began to pump Ben for more details.

3) [intrans.] to move quickly up and down or in and out (калатати, пульсувати).

E.g. His legs pumped harder as he cycled up the hill.

Remember other phrasal verbs:

pump into – to spend a lot of money on it. *E.g.* The government has pumped millions into the space project.

pump out – to keep producing a lot of something. *E.g.* bands that pump out three new records a month.

pump up – 1) to fill a tyre, ball etc with air [= inflate]. *E.g.* Pump up the tyres before a long journey.

2) to increase the value, amount, or level of something. *E.g.* Nick pumped up the volume on the stereo.

to establish – *v* [trans.] 1) to start a company, organization, or system (засновувати, створювати).

E.g. Our goal is to establish a new research center.

2) to start a relationship/contacts/links etc with someone (утверджувати).

E.g. Many businesses have established links with local schools.

3) to discover facts which prove something (з'ясовувати, визначати, доводити правду).

E.g. We have been unable to establish the cause of the fire.

establish whether/what etc

E.g. Detectives are trying to establish whether the crimes are related.

establish that

E.g. We have established that the disease is caused by a virus.

4) to make people accept that you are good at doing something (утверджувати, змінювати).

E.g. She has established a reputation in the fashion industry.

establish somebody/something as something

E.g. He has already established himself as a top chef.

to reduce – *v* [trans.] 1) to make something become less in size, amount, price etc (зменшувати, знижувати, скорочувати).

reduce the number/amount/level etc of something

E.g. They're trying to reduce the number of students in the college.

reduce something (from something) to something

E.g. The jacket was reduced from £75 to £35.

reduce somebody/something to something

2) to bring someone or something to (a worse or less desirable state) (доводити до певного стану).

E.g. Many staff were reduced to tears by the tragedy.

3) to make someone do something which they would prefer not to, especially when it is worse than what they did before (змушувати, примушувати).

E.g. They were reduced to begging on the streets.

4) change a substance to rubble/ashes/ruins etc (перетворювати, обертати).

E.g. It is difficult to understand how lava could have been reduced to dust

value – *n* 1) the amount of money that something is worth (еквівалент, ціна, вартість).

value of

E.g. the value of the house

increase/go up/fall etc in value

E.g. The dollar has been steadily increasing in value.

of value (=worth a lot of money)

E.g. Did the thieves take anything of value?

2) the importance or usefulness of something (цінність, важливість).

value of

E.g. the value of direct personal experience.

of great/little value

E.g. His research was of great value to doctors working with the disease.

3) *values* [plural] your beliefs about what is right and wrong, or about what is important in life (цінності).

E.g. traditional family values

grit – *n* 1) very small pieces of stone or sand (пісок, гравій).

E.g. She had a bit of grit in her eye.

2) *informal* determination and courage during difficulty (витримка, витривалість характеру, мужність).

E.g. They had enough grit to hold out in the face of real hardship.

EXERCISES

I. Read the text and find the equivalents to the following expressions:

- 11.стрибок у просуванні;
- 12.звичайні люди;
- 13.національне відродження ;
- 14.головна турбота;
- 15.відроджене місце;
- 16.встановлювати кращі стандарти;
- 17.міська політика;
- 18.прості задоволення;
- 19.промисловий гігант;
20. справжня мужність.

II. Fill in the words from the list. Some are used more than once. Use them in the sentences of your own:

extinction, reduced, forebears, concern, health care, ban, spring, value,, established, values

1. The town's only travel agent was a small, debt-ridden _____ .
2. The two countries _____ diplomatic relations in 1996.
3. He _____ his grantees to due obedience.
4. The police _____ that two passports were forgeries.
5. Your support is of great _____.
6. A wine represents a good _____ for \$ 17.95.
7. They internalize their parents' rules and _____.
8. The workforce has been _____ to 6,100.
9. Ordinary soldiers were _____ to begging.
10. He had _____ himself as a film star.
11. The committee agreed to lift (=end) the _____ on meat imports.
12. They show a great _____ in their education.
13. They were hunted to _____ .
14. His _____ came from Italy.

15. They promised free _____ for everyone.

III. Fill in the correct prepositions:

1. It was a new exciting production _____ La Traviata.
2. Carole gazed at her _____ concern.
3. The prospect should be _____ concern to us all.
4. The car is no long _____ production.
5. Prints seldom rise _____ value.
6. The government imposed a ban _____ tobacco advertising.
7. Hollywood discovered her and turned her _____ a star.
8. The church now has a new clock, thanks _____ the generosity of local people.
9. The team bounced _____ after a series of defeats.
10. I can't shake _____ this cold.
11. She could see him sinking _____ depression.
12. Employees _____ all levels were affected.
13. Long skirts are coming _____ .
14. Parents always worry _____ their children.
15. The local authorities have pumped millions _____ this project.

IV. Decide which of these statements are true or false:

1. The United Kingdom is a highly developing industrial country.
2. Production and employment are the most important values in the United Kingdom.
3. Health care still remains profound concern today in the United Kingdom.
4. The idea of nationalism does not exist today in the United Kingdom.
5. "Europeanness" and "Britishness" are synonyms.
6. Cardiff is beginning to see itself as a regional capital in Europe rather than a small capital of a British region.
7. The redevelopment authorities have turned the United Kingdom into a showpiece of self-renewal.
8. Wales's worst years in heavy industry seem to be behind.
9. According to most Britons, health care and education are a lot better nowadays.
10. Countryside dwellers are worried not just about a proposed ban on foxhunting, but legislating rural values into extinction.
11. At the everyday level Britain is breathing freer today.
12. It is not very difficult to live in the present and shake off the past.
13. Britain is an industrial colossus, a pioneer in all things.
14. Britain is showing plenty of true grit.
15. Modern Britain is a model of recovery and self-assurance.

V. Summarize the content of the article.

VI. Prepare a report on the following topic "The Economy and Industry in Great Britain."

II. TOPIC

Great Britain

Official name

The United Kingdom of Great Britain and Northern Ireland (the U.K.). Since 1992, this is the official designation of the British Kingdom, including England, Scotland, Wales, Northern Ireland, and a number of smaller islands.

Flag

Known as the Union Jack, the flag has the red cross of St. George of England, the white cross of St. Andrew of Scotland, and the red cross of St. Patrick of Ireland, all on the blue background.

Anthem

“God Save the Queen/King.”

Currency

Pound which consists of 100 pence.

Location

The British Isles lie off the north-west coast of the continent Europe. They include Great Britain (England, Scotland and Wales), Ireland (Northern Ireland and the independent Irish Republic), and some 5,500 smaller islands. The biggest island is Great Britain. It is washed by the Atlantic Ocean in the northwest, north and southwest, and is separated from the European continent by the North Sea and the English Channel. In the west the Irish Sea separates Great Britain from Ireland.

The island of Great Britain can be roughly divided into two main regions – Lowland Britain and Highland Britain. In the former lies southern and eastern England, while the latter comprises Scotland, most of Wales, the broad central upland known as the Pennines, and the Lake District. England is separated from Scotland by the Cheviot Hills.

Chief Rivers

The Thames, the Severn, the Clyde, the Trent, the Mersey.

Climate

Britain has a temperate climate due to the influence of the Gulf-stream. The British Isles as a whole are not the best place to sunbathe. The weather is subject to frequent changes.

Regions

The United Kingdom can be divided into four large historical areas: England, Scotland, Wales and Northern Ireland.

The word “region” is used to refer to any of large areas of the country: England, Scotland, Wales, Northern Ireland, the South (southern England), the Midlands (central England), the North (northern England) etc.

Great Britain is divided into 92 administrative counties.

Language

English is official and predominant language. Gaelic is spoken in parts of Scotland and Northern Ireland, while Welsh is the first language in most of the western countries of Wales and at least formally enjoys equal status with English as the official language of the area.

There is one national standard literary English that is characterized by the Received Pronunciation, several regional standards, but there are also several regional and social dialects.

Population

The population of the United Kingdom is about 57 mln people. It is predominantly urban and suburban. Greater London, the South, the South-East are the most densely populated areas of Britain. Four out of every five people live in towns.

Ethnic composition

The contemporary Briton is descended mainly from the varied racial stocks that settled in the British Isles before the end of the 11th century. The earliest known people in Britain were of Iberian origin. After about 700 B. C. the Celts invaded Britain. Julius Caesar visited Britain in 55 and 54 B. C., and the Roman conquest of Britain began in 43 A. D. Britain was romanized, and was given the name Britannia. Christianity was first introduced from Ireland in the 4th century. During the 5th and 6th centuries the Angles and Saxons invaded Britain, dividing the Celts into Wales and Cornwall. The Danes invaded the country in the 8th to 10th centuries. In 1066 came the Norman Conquest. Under the Normans, the last of a long succession of invaders, pre-Celtic, Celtic, Roman, and Anglo-Saxon influences were blended into the Briton of today (the English, Scots, Welsh, and Irish).

Government

The United Kingdom of Great Britain and Northern Ireland is a constitutional monarchy. It has a king/queen at the Head of the State. The monarch reigns with the support of Parliament. Parliament consists of two chambers known as the House of Commons and the House of Lords. The British parliamentary system depends on political parties. The party which wins the majority of seats forms the Government and its leader usually becomes Prime Minister. The Prime Minister chooses about 20 MPs from his or her party to become the Cabinet of Ministers. The Conservative and the Labour Parties are the oldest parties.

Economy

The traditional economic strength of Britain has been manufacturing. Britain is one of the most highly industrialized countries in the world. Most of the gross national product comes from manufacturing (iron, steel, engineering, textiles, chemicals, food products, consumer goods), mining, construction and public utilities.

With the discovery and exploitation of oil and natural gas from under the North Sea, the country has become self-sufficient in energy.

Britain has large shipbuilding, electro-engineering, oil and chemical industries. It is one of the world's most important manufactures of aircraft and aero-engines (Rolls-Royce and other companies).

Great Britain is a highly developed industrial country. Shipbuilding is one of the principal industries of Great Britain. For centuries, Britain has been the leading shipbuilder in the world.

Coal is the main source for the development of British industry. The biggest centres of iron and steel industries are Middlesborough, Newcastle, Cardiff, Glasgow, and Sheffield. The district around Birmingham is a land of factories and mines. It is called the Black Country for smoke, dust and shoot.

Coal-mining, metallurgy, textile, shipbuilding are the older branches of industry. The new ones are the chemical, electrotechnical, automobile, aviation and electronics. All new industries have developed hand in hand with science and technology and are equipped to meet present technical demands.

The main centres of wool and cotton industry are Leeds, Bradford and Manchester.

Because of the expansion of domestic agricultural production since the middle of the 20th century and the high level of productivity, Britain is able to produce nearly two-thirds of its own food.

TOPICAL VOCABULARY



Agriculture – the work or study of growing crops and keeping animals on farms. *E. g.:* The northern areas of the country are unsuitable for agriculture.

Area – a particular part of a country, town, etc: *E. g.:* Dad grew up in the Portland area.

Centre – the part in the middle of a city or town where most of the shops, restaurants, cinemas, etc are. *E. g.:* London is a large cultural centre.

Conquer – [trans] 1) to get control of a country by fighting. *E. g.:* The Normans conquered England in 1066. 2) [trans] to succeed in controlling something, especially a problem or strong feeling. *E. g.:* I didn't think I'd ever conquer my fear of flying. **Conqueror** *n.*

County – an area of a state or country that has its own local government.

Culture – the ideas, way of life, traditions etc of a particular society. *E. g.:* You have to spend time in a country to understand its culture.

Economy – the system by which a country's money and goods are produced and used, or a country considered in this way; the careful use of money, time, goods etc. so that nothing is wasted. **Economic** – connected with trade, industry, and the management of money; profitable. **Economical** – using money, time, goods etc. carefully and without wasting any. **Economics** – the study of the way in which money and goods are produced and used; the way in which money influences whether a plan, business etc. will work effectively. A depending economic crisis; economic growth/problems/policy. *E. g.:* New England's economy is largely based on manufacturing.

Empire – a group of countries or organizations that are all controlled by one person, government etc. *E. g.:* the Roman Empire.

Government – the group of people who govern a country. *E. g.:* The Government is not doing enough. The Government has promised to increase public expenditure.

History – the things that happened or existed in the past, especially the political, social, or economic development of a nation. *E. g.:* the history of post-war Europe. **Historic** – a historic place or event is famous or important in history. *E. g.:* He told journalists it was a historic moment. They have special funds to restore Spain's historic monuments. **Historical** – relating to people or things that happened or existed in the past. *E. g.:* a mixture of historical facts and fiction; a town of great historical interest.

Industry – the production of goods. *E. g.:* the recent decline in manufacturing industry. The software is widely used in industry. **Heavy industry/light industry**; a particular type of industry, trade, or service. **Service industries. To build up, develop (an) industry; a basis/key industry/high-tech industry. To regulate industry.**

Inhabit – to live in a place. *E. g.:* The woods are inhabited by deer.

Manufacture – to use machines to make goods, usually in large numbers or amounts. *E. g.:* The company manufactures chemicals.

Policy – a way of dealing with something, especially one that has been officially decided by a political party or an organization: foreign/economic/social etc policy. *E. g.:* What is the school's policy on bullying? The company operates a strict no-smoking policy. **To follow/pursue a policy. A clear-cut, firm policy. A long-term/short-term/monetary/open-door/wait-and-see policy.**

Politics – ideas and activities relating to how a place is governed and who has power [**political, politician**]. *E. g.:* Are you interested in politics?

Population – the number of people living in an area, a country etc; if an area is **populated** by a particular group of people, they live there. **Densely/heavily/thickly/thinly/sparsely populated.**

DIALOGUES

I=Interviewer T=Terry

I So, Terry. You have been in Great Britain quite a long time.

T Mmm.

I What difference do you notice between the two countries?

T Obviously the biggest difference is the people. The average Englishman is cold and not very open.

I Oh!

T In the States it's very different. We start conversation with people in the street. We are a lot more enthusiastic and spontaneous than people here. You know, when I first came, I couldn't understand what was wrong, but now I see that I was trying to be too friendly too soon.

I But um, tell me, do the English improve as you get to know them?

T Oh, yes!

I Oh, good!

T Once you've made a friend, it's a friend for life, but it takes a very long time. I tell you something that I think is very important. English people in America are respected. Everyone wants to talk to them. We are inquisitive, we love the accent. But Americans in England are thought to be a little inferior because they get excited by everything. They think everything so 'cute'. One thing I've learned – it's funny now, but it wasn't at the time – I couldn't understand why, when I was talking to someone, they would move backwards, I thought, 'Do I smell? Am I boring?' the reason was, you see, Americans stand closer when they are talking.

I Ah, that's interesting. What about your impression of living here? How does that compare with the States?

T Well, mmm I think life's a lot easier in the States. It's easier to make money and it's easier to spend it. Shops are open all the time over there. When I first came to England you had to race to reach the supermarket before 5.30, but this has changed. Some shops are open later now, and on Sundays, but they are still harder to find than in States.

I Yeah. But it is a lot better than it was.

T Sure. And another thing is Americans work a lot harder than you do here. To the English, their private lives are important, their holidays are important, their gardens are important, their dogs are important, but for Americans, work is the most important thing in our lives. You know, holidays seem to be longer here, and around Christmas and New Year the whole country closes down for two weeks!

I Oh, come on!

T It's true! We Americans are like the Japanese in this respect. We like to work.

I So you don't like Great Britain very much!

T Oh, you wouldn't think so from what I'm saying, wouldn't you? No, in fact I really love it here. I go home once a year and I really look forward to coming back here. This is my home now. I find life safer, more relaxed, and much enjoyable. The Underground isn't very clean but at least you can use it and feel safe. And

your taxi drivers are wonderful! They tell you their life stories and know every street in their city or town. Maybe I've gotten into English habits! England doesn't have the dramatic beauty of the States, but oh, it's pretty and charming in a way that I find it comforting.

EXERCISES

1. Fill in the blanks with one word that best fits the meaning of each sentence:

1. Most of the mountainous parts of Great Britain are very sparsely _____.
 2. Great Britain is _____ by the _____ Ocean. 3. In industrial _____ the heavy industry occupies the leading place. 4. Britain is one of the world's most important _____ of aero-engines. 5. Yorkshire is _____ from Lancashire by the Pennines. 6. Leeds is the centre of the woolen textile area. 7. Middlesbrough _____ steel. 8. The _____ area is used for crops. 9. England _____ the largest part of the island of Great Britain. 10. University College was _____ in 1249. 11. Oxford is now one of the fastest-growing _____ towns in England; its _____ include engineering, steel production and printing. 12. Norwich is situated in the _____ of Norfolk. 13. Robin Good – partly legendary, partly _____ character who lived in the 12th-13th centuries. 14. These stones are pre-_____ monuments connected with Druids (Celtic priests). 15. London is a town of great _____ interest.

2. Match the numbers with the letters on the right:

1) Great Britain	A: One of the chief administrative divisions in Northern Ireland where there are 26 districts.
2) Britannia	B: The name was first used in 1603 when James VI of Scotland became also James I of England.
3) Albion	C: In ancient geography (after the time of Caesar), the name of the island of Great Britain, and especially of the southern part of the island; a poetic name for Great Britain; a female personification of Great Britain.
4) The Commonwealth	If What once used to be the British Empire is now known as the Commonwealth. It includes many countries such as Burma, the Sudan, Canada, Australia, New Zealand and others. These countries are "associated" under the British Crown with the British Queen nominally proclaimed their head of State, and represented there by governor-general.
5) County	E: What once used to be the British Empire is now known as the Commonwealth. It includes many countries such as Burma, the Sudan, Canada, Australia, New Zealand and others. These countries are

	“associated” under the British Crown with the British Queen nominally proclaimed their head of State, and represented there by governor-general.
6) Region	F: The name given to the counties near London: Kent, Surrey, Essex, and occasionally. Hertfordshire and East and West Sussex.
7) District	G: A poetic name for Britain; comes from the ancient name of Britain, especially England. The Romans associated the term with albus (“white”), and identified it with the Dover chalk cliffs.
8) Home Counties	: Any of large areas of the United Kingdom; one of the chief administrative divisions in Scotland. Since 1975 the old Scottish counties have been reorganized into 9 regions and 3 island areas with some alternation of the old boundaries.

3. Answer the following questions:

1. What is the official designation of British Kingdom? 2. What is the flag of Great Britain? 3. What is the official language of Great Britain? 4. Where do the British Isles lie? 5. What oceans and seas is Great Britain washed by? 6. What are the main two regions that Great Britain can be divided into? 7. What countries does England border on? 8. What commercial centres of Great Britain do you know? 9. What other highly industrialized countries do you know? 10. What are the major economic regions of Great Britain? 11. What is the chief regional administrative unit in England? 12. What agricultural areas of Great Britain do you know? 13. What are the most important rivers of Great Britain? 14. Are there any mountains in Great Britain? Where are they situated? 15. What are the largest cultural centres of Great Britain? 16. What is the climate in Great Britain? 17. What is the population of Great Britain? 18. What area is called the Black Country and why?

4. Translate the sentences into English:

Велика Британія – це держава у північно-західній Європі, що межує з декількома європейськими державами. Розміщена вона на Британських островах. Країну населяють – англійці, шотландці, уельські, ірландці. Столиця країни – Лондон, що є великим політичним, промисловим і культурним центром. Британія – конституційна монархія, її законодавчий орган – двопалатний парламент.

Британія омивається Атлантичним океаном і його морями. На півночі і заході переважає гірський рельєф, на півдні та південному сході рельєф є більш рівнинним. Клімат країни помірний, океанічний і вологий

На півночі є багато озер. У горах знаходяться вересові поля. Ліси займають 9% території. В країні є багато національних парків.

Велика Британія – економічно могутня індустріальна країна. Провідна галузь промисловості – машинобудування. У країні добре розвинена

нафтопереробна, хімічна, харчова промисловість. Сільське господарство забезпечує потреби країни в продуктах харчування. Країна експортує машини та обладнання, нафту, вироби хімічної промисловості. Сільське господарство також посідає важливе місце в житті цієї країни.

Кожного року до Британії приїжджає багато туристів із різних країн світу. Всім їм подобаються чудові пейзажі, цікаві історичні будови, динамічний стиль життя британців.

5. Fill in the blanks with the words from the list given below:

a) *mountains, lands, geography, parts, climate, hills, agriculture*

The British Isles can be divided into two _____, not only because of its _____ but also because of its _____ and agriculture. If you draw a line from about Bristol Channel to the Wash, then to the south of this line there are mainly low _____ and _____, and to the north there are higher lands and mountains. This includes the Welsh Mountains, the Highlands of north-west Scotland, and the Pennines, which is a range of _____ that runs north to south, and is known as the backbone of England. It is wetter in the north because of the higher land, and drier and sunnier in the south. This has an effect on the _____, of course. To the north there are sheep and cows because the grass grows so well, and to the south there are arable farms growing crops and cereal.

b) *gentle building countryside populated coastline area heavy*

The South West of England is famous for its beautiful _____ and dramatic _____. One particular _____ of natural beauty is Dartmoor, which is inhabited by wild ponies. The countryside in the South East is more _____, and there is a lot of fruit-growing. It is also the most heavily _____ part of Britain. East Anglia is very flat, and is famous for its vast fields of wheat and potatoes. The Midlands used to have a lot of _____ industry, but much of this has disappeared over recent years. Wales is characterized by its mountains in the north and its valleys in the south. In the North West of England there is the beautiful Lake District, and the cities of Liverpool and Manchester. The North East used to have a lot of mining and ship _____, but not any more, unfortunately. Scotland is famous for its lakes, of course, known as lochs. The moors and mountains are beautiful and empty. Ireland is famed for its rains and its rich grass, its romance and its mists.

6. Read and translate the text:

Southern England is dominated by London and its suburbs, which stretch for miles around the capital into what we called “home counties”.

Kent is one of these counties. The acres of apple and cherry blossom have earned Kent its nickname “The Garden of England”. The Country of Kent is also associated with Charles Dickens. He lived for many years on the outskirts of the town of Rochester. In 1979 the Charles Dickens Centre was opened in the High Street of Rochester.

On the southeast coast of Kent lies Dover. It is only 21 miles from Calais, across the Strait of Dover, and is an important port for travel to the Continent.

The landscape of Surrey is distinguished by its woods, heath and commons, many of which link up and provide a chain of wild, free “Green Belt” country.

The oldest recorded town of England is Colchester.

The most famous seaside resorts of East Sussex are Brighton and Hastings.

On the eastern border of the Royal County of Berkshire stands Windsor Castle, one of the royal palaces.

Wiltshire is known for Stonehenge, a circular group of large upright stones or solar temple on Salisbury Plain. This is Britain’s most prehistoric monument from 3,500 to 4,000 years old. The largest stones are 21,5 ft high.

The main town of the county Oxfordshire is Oxford, the home of the oldest British University. It was founded in the 12th century and includes 39 colleges.

Although East Anglia is mostly an agricultural region, much of its scenery has greatly changed in recent years. Gone are the hedges and ditches. Wheat, barley, sugar-beet are grown here.

Cambridge is also a university town. Contrast between Cambridge and Oxford is pronounced. Oxford is not only a university town, but an industrial city as well. Cambridge adheres more to the traditional image of an English “town and gown” city.

The county of Warwickshire is the birthplace of William Shakespeare who was born in Stratford-on-Avon on April 23, 1564.

7. Find some information about Scotland, Wales or Northern Ireland and report next time.

8. Suppose you are a guide and show the most interesting places in Great Britain.

III. GRAMMAR

The Infinitive.

Like all the three verbals the Infinitive has some verbal features – it can take direct object (to read a book), can be modified by an adverb (to read a book quickly), has tense, voice and aspect forms. The syntactical functions of the Infinitive are close to those of the noun, it can be used in different syntactical functions.

The infinitive has six forms:

Forms of the infinitive	Active	Passive
<i>Indefinite</i>	to write	to be written

<i>Perfect</i>	to have written	to have been written
<i>Continuous</i>	to be writing	–
<i>Perfect continuous</i>	to have been writing	–

Remember:

COMMON VERBS FOLLOWED BY INFINITIVE	
verb + infinitive (a) I <i>hope to see</i> you again soon. (b) He <i>promised to be</i> here by ten. (c) He <i>promised not to</i> be late.	An infinitive = to + the simple form of a verb (to see, to be, to go, to work, etc.) Some verbs are followed immediately by an infinitive, as in (a) and (b). Negative form: not preceded the infinitive, as in (c).
verb + (pro)noun + infinitive (d) Mr. Lee <i>told me to be</i> here at ten o'clock. (e) The police <i>ordered the driver to stop</i> .	Some verbs are followed by a (pro)noun and then an infinitive, as in (d) and (e).
(f) I <i>was told to be</i> here at ten o'clock. (g) The driver <i>was ordered to stop</i> .	These verbs are followed immediately by an infinitive when they are used in the passive, as in (f) and (g).
(h) I <i>expect to pass</i> the test. (i) I <i>expect Mary to pass</i> the test.	<i>Ask, expect, would like, want, need</i> may or may not be followed by a (pro)noun object. <i>Compare</i> In (h): I think I will pass the test. In (i): I think Mary will pass the test.
Group A: verb + infinitive <i>hope to</i> <i>promise to</i> <i>seem to</i> <i>expect to</i> <i>plan to</i> <i>agree to</i> <i>appear to</i> <i>would like to</i> <i>intend to*</i> <i>offer to</i> <i>pretend to</i> <i>want to</i> <i>decide to</i> <i>refuse to</i> <i>ask to</i> <i>need to</i>	
Group B: verb + (pro)noun + infinitive <i>tell someone to</i> <i>permit someone to</i> <i>force someone to</i> <i>need someone to</i> <i>advise someone to**</i> <i>allow someone to</i> <i>ask someone to</i> <i>encourage someone to</i> <i>warn someone to</i> <i>expect someone to</i> <i>remind someone to</i> <i>require someone to</i> <i>would like someone to</i> <i>invite someone to</i> <i>order someone to</i> <i>want someone to</i>	

* **Intend** is usually followed by an infinitive (*I intend to go the meeting*), but sometimes may be followed by a gerund (*I intend going the meeting*) with no change in meaning.

A gerund is used after **advise (active) if there is no (pro)noun object.

Compare (1) He **advised buying** a Fiat.

(2) He **advised me to buy** a Fiat.

REFERENCE LIST OF VERBS FOLLOWED BY INFINITIVES

A. VERBS FOLLOWED IMMEDIATELY BY AN INFINITI			
1. <i>afford</i>	I can't <i>afford to buy</i> it.	30. <i>prefer*</i>	Ann <i>prefers to walk</i> to work.
2. <i>agree</i>	They <i>agreed to help</i> us.	31. <i>prepare</i>	He <i>prepared to welcome</i> her.
3. <i>appear</i>	She <i>appears to be</i> tired.	32. <i>pretend</i>	He <i>pretends not to understand</i> .
4. <i>arrange</i>	I'll <i>arrange to meet</i> you.	33. <i>promise</i>	She <i>promised not to be</i> late.
5. <i>ask</i>	He <i>asked to go</i> with us.		
6. <i>can't bear*</i>	I <i>can't bear to wait</i> long.		
7. <i>beg</i>	He <i>begged to join</i> us.		
8. <i>begin*</i>	It <i>began to rain</i> .		

9. <i>care</i>	I don't <i>care to see</i> this.	34. <i>refuse</i>	I <i>refuse to believe</i> his story..
10. <i>claim</i>	She <i>claims to know</i> all famous movie stars.	35. <i>regret*</i>	I <i>regret to tell</i> you that you failed..
11. <i>consent</i>	She finally <i>consented to marry</i> him.	36. <i>remember*</i>	I <i>remembered to lock</i> the door.
12. <i>continue*</i>	He <i>continued to speak</i> .	37. <i>seem</i>	That cat <i>seems to be</i> friendly.
13. <i>decide</i>	I have <i>decided to leave</i> .	38. <i>can't stand*</i>	She <i>can't stand to wait</i> in long lines.
14. <i>demand</i>	I <i>demand to know</i> who is responsible.	39. <i>start*</i>	It <i>started to rain</i> .
15. <i>deserve</i>	She <i>deserves to win</i> the prize.	40. <i>struggle</i>	I <i>struggled to stay</i> awake.
16. <i>expect</i>	I <i>expect to enter</i> graduate school in the fall.	41. <i>swear</i>	She <i>swore to tell</i> my parents.
17. <i>fail</i>	She <i>failed to return</i> the magazine in time.	42. <i>threaten</i>	He <i>threatens to tell</i> the truth.
18. <i>forget*</i>	I <i>forgot to deliver</i> the letter.	43. <i>try*</i>	I'm <i>trying to learn</i> English.
19. <i>hate*</i>	He <i>hates to make</i> silly mistakes.	44. <i>volunteer</i>	He <i>volunteered to help</i> us.
20. <i>hesitate</i>	Don't <i>hesitate to ask</i> for my help.	45. <i>wait</i>	I will <i>wait to hear</i> from you.
21. <i>hope</i>	He <i>hopes to arrive</i> soon.	46. <i>want</i>	I <i>want to tell</i> you something.
22. <i>learn</i>	She <i>learned to play</i> the piano.	47. <i>wish</i>	She <i>wishes to come</i> with us tonight.
23. <i>like*</i>	I <i>like to go</i> to the movies.		
24. <i>love*</i>	I <i>love to go</i> to operas.		
25. <i>manage</i>	She <i>managed to help</i> us.		
26. <i>mean</i>	I didn't <i>mean to hurt</i> your feelings.		
27. <i>need</i>	I <i>need to have</i> your opinion.		
28. <i>offer</i>	He <i>offered to help</i> us.		
29. <i>plan</i>	I <i>am planning to have</i> a party.		

B. VERBS FOLLOWED BY A (PRO)NOUN + AN INFINITIVE

48. <i>advise</i>	She <i>advised me to wait</i> until tomorrow.	63. <i>need</i>	We <i>needed Chris to help</i> us figure out the solution.
49. <i>allow</i>	She <i>allowed me to use</i> her car.	64. <i>order</i>	The judge <i>ordered him to pay</i> a fine.
50. <i>ask</i>	I <i>asked John to help</i> us.	65. <i>permit</i>	He <i>permitted the children to stay</i> up late.
51. <i>beg</i>	They <i>begged us to come</i> .	66. <i>persuade</i>	I <i>persuaded him to come</i> for a visit.
52. <i>cause</i>	Her laziness <i>caused her to fail</i> .	67. <i>remind</i>	She <i>reminded me to lock</i> the door.
53. <i>challenge</i>	She <i>challenged me to race</i> her to the corner.	68. <i>require</i>	Our teacher <i>requires us to be</i> on time.
54. <i>convince</i>	I couldn't <i>convince her to accept</i> our help.	69. <i>teach</i>	My brother <i>taught me to swim</i> .
55. <i>dare</i>	He <i>dared me to do</i> better than he had done.		
56. <i>encourage</i>	He <i>encouraged me to</i>		

57. <i>expect</i>	<i>try</i> again. I <i>expect</i> you <i>to be</i> on time.	70. <i>tell</i>	The doctor <i>told</i> me <i>to take</i> these pills.
58. <i>forbid</i>	I <i>forbid</i> you <i>to tell</i> him.	71. <i>urge</i>	I <i>urged</i> her <i>to apply</i> for a job.
59. <i>force</i>	They <i>forced</i> him <i>to tell</i> the truth.	72. <i>want</i>	I <i>want</i> you <i>to be</i> happy.
60. <i>hire</i>	She <i>hired</i> a boy <i>to move</i> the lawn.	73. <i>warn</i>	I <i>warned</i> you <i>not to drive</i> too fast.
61. <i>instruct</i>	He <i>instructed</i> them <i>to be</i> careful.		
62. <i>invite</i>	Harry <i>invited</i> the Johnsons <i>to come</i> to his party.		

Remember the cases when particle *to* is omitted.

(1) After the auxiliaries (*shall, will* (with *should* and *would*). *Shall* and *will* are not to be taken as separate verbs, but with the infinitive as one tense of a verb; as, "He will choose," "I shall have chosen," etc.

(2) After the verbs *may* (*might*), *can* (*could*), *must*; also *let, make, do* (as, "I do go" etc.), *see, bid* (command), *feel, hear, watch, notice, observe, please*; sometimes *need* (as, "He need not go") and *dare* (to venture), *know* (to experience, to observe), *help*.

Notice: After *ought* we use *to* (as, "I ought to have done it").

Notice: All the verbs expressing physical perception: *hear, see, feel, perceive, watch, notice, observe* and *let, make, bid* require the infinitive with *to* when they are used in the passive voice (as, "He was made to come").

(3) After the following expressions in idiomatic use (*had better, had best, would have, would rather, would sooner, cannot but, does nothing but, need scarcely* (*only, hardly*); as, "You had better go" "He had rather walk than ride."

(4) Also *do* may be considered an auxiliary in the interrogative, negative, and emphatic forms of the present and past, also in the imperative; as, Do not entertain so weak an imagination. (*Burke*)

She did not weep – she did not break forth into reproaches. (*Irving*)

(5) The infinitive is sometimes active in form while it is passive in meaning, as in the expression, "a house to let" Examples are: She was a kind, liberal woman; rich rather more than needed where there were no opera boxes to rent. (*De Quincey*) But there was nothing to do. (*Howells*) Nolan himself saw that something was to pay. (*E. E. Hale*)

(6) In special questions beginning with *why*; as in the following examples: "Why not go to the cinema?"; "Why not tell them?".

Exercises:

I. Open the brackets using the proper form of the Infinitive:

1. They seemed (to quarrel): I could hear angry voices from behind the door.
2. He seized every opportunity (to appear) in public.

3. The child was happy (to bring) home.
4. Sorry not (to notice) you last Monday.
5. (to play) chess was his greatest pleasure.
6. To see is (to believe).
7. She seems (to watch) this film already.
8. This work must (to do) in time.
9. She is expected (to examine) this question now.
10. Let him (to visit) his best friends in summer.
11. She seems (to translate) all the articles already.
12. They are lucky (to see) so many countries.
13. She hates (to wear) suits.
14. This artist doesn't like (to interview) by reporters.
15. He doesn't like (to treat) like a child.

II. State the functions of the Infinitive:

1. The article to be translated is interesting.
2. He is too young to have done this.
3. Our task is to pass all exams successfully.
4. To solve the problem in time is necessary.
5. He was afraid to be seen with me.
6. It is not the right time to discuss this question.
7. It is unwise to go out in such a nasty weather.
8. You needn't wait.
9. We have come to speak with our teacher.
10. The question to be discussed at the meeting is very important.
11. To succeed takes hard work.
12. To work well means to live well.
13. Our students know English well enough to speak to him.
14. There was nothing to worry about.
15. A foreign language can't be learned without a great deal of repetition.

III. Complete the following sentences by adding the Infinitive:

1. He seems
2. I want you
3. She hoped
4. I'd like him
5. It is time for us
6. What makes you ... ?
7. Let me
8. He didn't want me
9. He is too old
10. It is up to you
11. The general idea was
12. Your job will be
13. His only chance is

14. Who wants
15. The story is much too long
16. He is just not so clever
17. Is she nice ... ?
18. He is the only man
19. There was nobody there
20. The last thing he meant was

IV. Translate the following sentences using the Infinitive:

1. Вважати так є помилкою.
2. Відповісти «ні» було неможливо, погодитися є неввічливо.
3. Просити допомоги в неї – означає зробити усе самому.
4. Її єдиним бажанням було знайти книгу відомого британського письменника.
5. Вони примусили чекати на них на протязі трьох із половиною годин.
6. Єдиний шанс встигнути на потяг за цих обставин – взяти таксі.
7. Вам краще прислухатись моє поради та залишитись вдома. На дворі ллє як із відра.
8. Вони були дуже раді, що завдання було завершено вчасно.
9. Тут не має місця для розваг, нам краще поїхати за місто.
10. Не така він людина, щоб змусити чекати.
11. З нею важко сперечатися.
12. Його не легко переконати
13. Ось план будинку, який буде збудовано на цій площі.
14. Книгу було важко дістати.
15. Дозвольте мені трохи подумати.
16. Його хобі – кругосвітні подорожі.
17. Дуже мило, що ви так вважаєте.
18. Вона, здається, легко роздратовується.
19. Вони хотіли, щоб їм сказали правду.
20. Він був радий, що поговорив із ними.

V. Insert the particle *to* where necessary:

1. I'd like ... dance.
2. She made ... me repeat all words several times.
3. Do you like ... listen to the music.
4. They wanted ... cross the street.
5. They heard the girl ... cry out with joy.
6. I was planning ... do a lot of things yesterday.
7. I think I'll be able ... solve this problem myself.
8. What makes you ... think you are right?
9. I shall do all I can ... help you.
10. We had ... put on our overcoats because it was cold.
11. He was heard ... sing all these songs.
12. The children were not allowed ... eat ice-cream.

13. They were made ... enter this university.
14. You would rather not ... tell them the truth.
15. She said she would sooner ... stay in the city.

VI. a) Use the Infinitive after the following verbs: *hope, decide, afford, tend, say, refuse, offer, fail, agree, claim* etc. Follow the model:

Verb 1 + to + Verb 2

I *hope* to see my friends soon.

b) Make up your own sentences based on pairs of verbs: *refuse/accept; agree/help; manage/finish; decide/go; hope/read; tend/go; ail/pass* etc.

VII. a) Use the Infinitive after the following verbs: *persuade, tell, motivate, train, teach, remind, trust, force, allow* etc. Follow the model:

Verb 1 + Noun/Pronoun + to + Verb 2

Who *persuaded* you to study foreign language?

b) Make up your own sentences based on pairs of verbs: *advise/study; force/fight; order/bring; warn/pay attention; stimulate/learn* etc.

VIII. Provide a natural conversation for the following statements:

1. To choose time is to save time. (*Francis Bacon*)
2. To live long it is necessary to live slowly. (*Marcus Cicero*)
3. To live by medicine is to live horribly. (*Carl Linnaeus*)

WRITING

1. Plan how to spend three days in Great Britain with your friends. Decide what would you like to do to be happy with your three-day stay in Great Britain. Work out a timetable for each day.
2. Describe one of the Britain's colourful traditions you've heard or read about. – Project.

UNIT 5

LONDON

I. TEXT

The Spirit of London

London often gives the impression of being comfortable with its past than its present. From the world's famous **landmarks** of St Paul's Cathedral, Buckingham Palace and the Tower of London to the **traditional** and well-loved double-decker buses, the theatres and the many grand hotels, England's capital offers visitors a journey through centuries of history. The journey is even better now that the building works, which cover man, and historic **sites**, have been **taken down**. Newly cleaned and restored buildings are revealed, and the city looks as it has been **revitalized**.

The city has also rediscovered the river. The area between the South Bank Arts Centre, which includes the National Theater, and the Tower Bridge, has been brought back to life and the city has found a new heart along the forgotten **riverside**. As you walk eastwards along the river from Westminster, you will discover that old warehouses have been transformed into galleries, shops and clubs.

Across the river from London Bridge is 'The City of London', the financial district of the capital. The City has its own historic **delights** such as 15th century Guildhall and churches designed by Sir Christopher Wren. The best way to explore the City is on foot. For instance, you can "walk through the ages", starting from Fournier Street and ending at the modern Lloyd's building on Lime Street. Remember, however, that in London you are never far away from the past; the old-fashioned red telephone boxes are becoming popular again and many London pubs – where the visitor might ask for a pint of bitter – have been restored to their original Victorian beauty.

But the capital is not a historical theme park. It is a lively and exciting metropolis which is well known for its culture, music, clubs, street fashion, and visual arts. Today, many of its wide variety of restaurants claim to be as good as in other European capitals. For example, Marco Pierre White's highly recommended restaurant at the Hyde Park Hotel is a perfect example of new English cuisine – unusual, sophisticated and extremely expensive. When it comes to go shopping, Covent Garden and King's Road in Chelsea offer a **mixture** reasonably priced **chain store** clothing and **unique** boutiques selling everything from rare gear to skateboards. Shoppers with full wallets and more sophisticated tastes should head for Knightsbridge, where Harrods and Harvey Nichols compete to be the most exclusive department store in London.

Much of London energy and originally is now centered in Soho, the city's liveliest and most **bohemian** area, **squeezed** in between the department stores of Oxford Street and the bookshops of Charing Cross Road. Soho, once considered

one of the dirtiest and most dangerous parts of London, was cleaned up in the early 1980's. Today, with its gurgling cappuccino machines and pavements cafes, it has become a meeting place for all kinds of people from all over the world, whatever the hour of the day or night.

So, even if you are new to the city, you don't have to try hard in order to experience the real London. Despite the heavy traffic and shaking underground railway, it is still one of the world's greatest and most **cosmopolitan** cities.

Vocabulary Notes

landmark – n 1) [count.] an object or feature of a landscape or town that is easily seen and recognized from a distance, especially one that enables someone to establish their location (межовий знак).

E.g. The spire was once a landmark for ships sailing up the river.

2) something that helps you recognize where you are, such as a famous building (орієнтир, помітний об'єкт).

E.g. The church on the hilltop is well-known landmark.

3) a very important event, change, or discovery in the development of something (віха, поворотний пункт).

E.g. This novel is a landmark in modern literature.

traditional – adj relating to the traditions of a country or group of people (традиційний). E.g. traditional Italian cooking; a traditional way of life. It's traditional to have a party after the wedding.

site – n 1) [count.] 1) a place where something important or interesting happened (місцезнаходження, місцеперебування).

site of

E.g. the site of the battle.

Synonyms:

place – n [count.] any space, building, area, position. E.g. He showed me the place where the accident happened.

position – n [count.] the exact place where someone or something is. E.g. We need to know the enemy's position.

spot – n [count.] informal place, especially a pleasant one. E.g. It's a favourite spot for picnics.

location – n [count.] the place where a hotel, shop, office etc is built, or where a film is made. E.g. The apartment's in an ideal location.

site – n [count.] a place where something is going to be built, or where something important happened. E.g. the site for the new airport; an archaeological site

point – n [count.] an exact place, for example on a map. E.g. At this point the path gets narrower.

space and **room** – n [count.] can both be used to talk about the size of an area that is empty or available to be used. E.g. a bigger house with lots of space. There's enough room for us all in the car.

Remember: place cannot be used in this meaning. Do not say 'There's enough place for us all.'

2) an area where something is being built, or was or will be built (місце для забудови, будівельний майданчик).

E.g. a construction site; an archaeological site.

3) a website (вебсайт).

to taken down – v [trans.] 1) to remove something that is attached to a wall (знімати).

E.g. Our teacher made us take down all the posters.

2) to dismantle or remove something (розбирати).

E.g. Would you help me take down the tent?

3) to write information on a piece of paper (записувати).

E.g. The receptionist took down his name.

Remember other phrasal verbs:

take after – to look or behave like an older member of your family. E.g. Jenny takes after her dad.

take along – 1) to withdraw someone. I took Sue along to the party. She really enjoyed it. 2) to separate something into all its different parts. E.g. Jim took apart the faucet and put in a new washer.

take apart – to remove something or someone from a place. E.g. Hyde was taken away in handcuffs.

take aside – to make someone go aside. E.g. the teacher took her aside and said that she'd failed the exam.

take away – to remove something or someone from a place. E.g. Hyde was taken away in handcuffs by the police.

take back – 1) to return something to the place or person it came from. E.g. If the shirt doesn't fit, take it back to the shop.

2) to admit that you were wrong to say something. E.g. All right, I'm sorry, I take it back.

take for – to accept for something/someone. E.g. You have changed so much; I took you for your sister.

take in – 1) to understand and remember new facts and information. E.g. There was so much happening in the film, it was difficult to take it all in.

2) be taken in (by somebody/something) to be deceived by someone or something. E.g. The bank had been taken in by the forged receipts. Don't be taken in by her apparent shyness.

3) to let someone stay in your house because they have nowhere else to stay. E.g. The Humane Society took in almost 38,000 cats and dogs last year.

4) to make a piece of clothing narrower, so that it fits you. E.g. The jacket was too big around the shoulders, so I had it taken in.

take it out on – relieve frustration or anger by attacking (виміщати зло на когось). E.g. Whenever things go wrong, he always shouts and takes it out on me.

take off – 1) to remove something. E.g. He took off his shoes.

2) if an aircraft takes off, it leaves the ground and goes up into the air. E.g. The flight for Dublin took off in time.

3) take some time/a day/a week etc off; to not go to work for a period of time.
E.g. Susan is not here today, she's taking today and tomorrow off.

4) *informal* to leave somewhere quickly and suddenly; to disappear suddenly.
E.g. We packed everything in the car and took off.

5) to suddenly start being successful. E.g. The song became a surprise hit and his career suddenly took off.

take on – 1) to compete or fight against someone, especially someone bigger or better than you. E.g. The winner of this game will take on Miami.

2) to start doing some work or start being responsible for something. E.g. I've taken on far too much work lately.

3) to start to employ someone. E.g. We're taking on 50 new staff this year.

take out – 1) to remove something from inside a building, your body etc.
E.g. The dentist says she may have to take out one of my back teeth.

2) to go with someone to a restaurant, film etc, and pay for them
take somebody/something out for

E.g. Rich wants to take me out for Chinese food.

3) to officially arrange to get something from a bank, insurance company etc.
E.g. take out a policy/loan etc. The couple took out a £20,000 loan.

4) to borrow books from a library. E.g. You can take out six books at a time.

take something out on – to treat someone badly when you are angry, tired etc, even though it is not their fault. E.g. Don't take it out on me just because you've had a bad day.

take over – to take control of something; to absorb, to devour something (поглинати, агресивно купувати). E.g. His son will take over the business. The bank was taken over by Hong Kong bank

take up – 1) to start doing a new job or activity. E.g. I've just taken up golf.

2) to use or fill an amount of time or space. E.g. The program takes up a lot of memory on the hard drive.

take somebody up on something – to accept an invitation or suggestion.
E.g. Thanks for the offer. I might take you up on it.

take something up with somebody – to discuss something with someone, especially a complaint or problem. E.g. If you're unhappy, you should take it up with your supervisor.

revitalize – v [trans.] to put new strength or power into something (відновити, відживити).

E.g. an attempt to revitalize the economy

riverside – n [count.] the land along the sides of a river (прибережна смуга, берег ріки).

E.g. riverside apartments

delight – n 1) [uncount.] a feeling of great pleasure (задоволення, захоплення, насолода).

E.g. He took great delight in (=enjoyed) telling me I was wrong.

with/in delight

E.g. The children screamed with delight.

to somebody's delight

E.g. The plans were rejected to the delight of local people.

2) [count.] something that gives you pleasure (джерело насолоди).

E.g. The game was a delight to watch.

the delights of something

E.g. a chance to enjoy the delights of Tuscany.

mixture – n 1) [count., uncount.] a liquid or other substance that is made by mixing several substances together, especially in cooking (суміш).

E.g. a bitter mixture; a strange mixture.

2) [count.] a combination of two or more different things: mixture of (змішування, поєднання).

E.g. The town is a mixture of the old and the new.

chain store – n [count.] one of a group of shops owned by the same company (однотипний фірмовий магазин).

unique – adj 1) something that is unique is the only one of its kind (унікальний, особливий).

E.g. Every house we build is unique.

2) informal unusually good and special (незвичайний, дивний).

E.g. It was a unique opportunity to study with an artist.

3) unique to somebody/something existing only in a particular place, group etc (єдиний в своєму роді).

E.g. animals that are unique to Australia

squeeze – v 1) [trans.] to press something from both sides, usually with your fingers (стискати, здавлювати).

E.g. She squeezed his hand reassuringly. Squeeze the toothpaste tube from the bottom. I'd like freshly-squeezed orange juice.

Synonyms:

squash – to press something and damage it by making it flat. E.g. Put the tomatoes where they won't get squashed.

crush – to press something very hard so that it is broken or destroyed. E.g. His leg was crushed in the accident.

mash – to press fruit or cooked vegetables until they are soft and smooth. E.g. Mash the potatoes well.

grind – to press something into powder using a special machine. E.g. Can you grind the coffee beans?

2) [trans.] to twist or press something in order to get liquid out of it (вижимати, вичавлювати).

squeeze something out

E.g. Can you squeeze a bit more juice out?

3) [intrans., trans.] to try to make yourself or a thing fit into a small space [= squash] (протискуватися, просуватися).

squeeze in/into/through

E.g. Can you squeeze in next to Rick?

cosmopolitan – adj 1) a cosmopolitan place has people from many different parts of the world (космополітичний).

E.g. a vibrant, cosmopolitan city

2) a cosmopolitan person, attitude etc shows a lot of experience of different people and places.

EXERCISES

I. Read the text and find the equivalents to the following expressions:

11. надавати враження;
12. двоповерхові автобуси;
13. шикарні готелі;
14. подорож через віки;
15. взнати знову;
16. повертати до життя;
17. національна кухня;
18. перетворюватися на;
19. взнати, дослідити місто;
20. тематичний парк;
21. претендувати на;
22. вишуканий смак;
23. розташовуватись у центрі;
24. вуличне кафе;
25. напружений вуличний рух;

II. Fill in the words from the list, then make up sentences using the completed phrases:

sophisticated, to give, meeting, pavement, department, historic, a pint, gurgling, visual, highly, heavy, reasonably, grand, to bring, full.

1. _____ the impression of
2. _____ sb/sth back to life
3. _____ hotels
4. _____ stores
5. a _____ place
6. _____ bitter
7. _____ cappuccino machine
8. _____ arts
9. _____ recommended
10. _____ sites
11. _____ traffic
12. _____ priced
13. _____ wallets
14. _____ tastes
15. _____ cafes

III. Fill in the correct word(s) from the list below:

explore, experience, claims to, transform, revealed, metropolis, exclusive, lively, sophisticated, restore.

1. They have finally decided to _____ that old building into a museum.
2. The children couldn't wait to _____ the woods behind the hotel.
3. Over ten million people live in the _____ of Buenos Aires.
4. That man _____ the best tour guide in the city.
5. Susan would love to be able to afford expensive _____ clothes.
6. London has many _____ pubs and clubs.
7. They are planning to _____ the old church.
8. That club is very _____; only rich people can afford to go there.
9. The work of the archeologists _____ the remains of the lost city.
10. In order to _____ real excitement, try the "Super Shaker" rollercoaster.

IV. Fill in the correct prepositions:

- 1) to be transformed _____ sth; 2) to go _____ foot; 3) to be far _____ sth; 4) to ask _____ sth (enquire); 5) to ask _____ sth (request); 6) to be well-known _____ sth; 7) to have a variety _____ sth; 8) to be an example _____ sth; 9) to worry _____ sth; 10) to boast _____ sth; 11) to travel _____ plane (but to be _____ a plane); 12) to travel _____ taxi (but to be _____ a taxi); 13) to be _____ a bike; 14) to provide _____ sth.

V. Fill in the correct prepositions after the verb *to take*:

1. Nick took _____ his jacket because he was feeling hot.
2. "When does your plane take _____?"
3. The army tried to take _____ the country.
4. Buy wine to take _____.
5. His passport was taken _____ so he can't leave the country.
6. I will take the dress _____ for you.
7. I take _____ my mother. We are both impatient.
8. When I got home I discovered it didn't work so I took it _____ to the stop.
9. He is good at maths. He doesn't take _____ me!
10. Unfortunately for me, I was taken _____ by his words.

VI. Translate the sentences using the verb *to take*:

1. Маленький Крістофер пішов у свого батька і вродою, і вдачею.
2. Щось не так із Джіл? Вона пішла не попрощавшись.
3. Заходи безпеки у аеропорту були дуже суворими, у нас забрали навіть пляшки з водою.
4. Пробач, я не можу відразу зрозуміти суть проблеми. Мені потрібно увійти в суть справи.
5. Він прийняв посаду менеджера від Джона, коли той вийшов на пенсію.
6. Машину потрібно розібрати на частини. Це займе багато часу.
7. Вона відвела Денні в бік і пояснила, що вона хотіла, щоб він зробив.
8. Хтось прибрав кімнату і забрав увесь брудний посуд.

9. Він вирішив зайнятися гольфом.
10. Я збираюся зняти жакет, тут гаряче.

VII. ▪ Read the text again and make notes about the changes which have been made to the following places in London, then talk about them.

HISTORIC SITES, ALONG THE RIVER, THE PUBS, SOHO

- Is London similar to or different from your capital?
- What could a tourist see in London today?

III. GRAMMAR

1) The predicative constructions in English.

All the verbals can form **predicative constructions**. They consist of two elements: a **nominal** (noun or pronoun) and a **verbal** (participle, gerund or infinitive). The verbal element stands in predicate relation to the nominal element. That is to say it stands in the subject and the predicate of the sentence. In most cases predicative constructions form syntactic units, serving as one part of the sentence.

e.g. *They sat down to supper, Jerry still talking cheerfully.* – Вони сіли вечеряти, Джері продовжував весело розмовляти. “*Jerry still talking cheerfully*” is a predicate relation to the noun Jerry, which denotes the doer of the action expressed by the participle.

In English there are three non-finite forms of the verb: Participle, Gerund, and Infinitive. Therefore, there are three groups of predicative constructions. These are the constructions with Participle, Gerund, and Infinitive.

Participial, Gerundial and Infinitive constructions are highly varied. The structure of some of them is foreign to the Ukrainian language, although their meaning can be fully conveyed in Ukrainian with the help of forms, characteristic of Ukrainian. The constructions are translated into Ukrainian by objective, attributive, adverbial or other subordinate clauses.

e.g. 1) *My son **having lost** the key, we could not enter the house.* – Оскільки мій син загубив ключі, ми не змогли зайти до будинку. (Participle)

2) *There is no mistake about **his being** a genius.* – Не може бути ніякого сумніву в тому, що він – геній. (Gerund)

3) *She heard **him open** the door and go out into the garden.* – Вона чула, як він відчинив двері та вийшов у сад. (Infinitive)

2) The predicative infinitive constructions in English.

In Modern English we distinguish the following predicative constructions with the infinitive:

1. The Objective-with-the-Infinitive Construction.
2. The Subjective-with-the-Infinitive Construction.

3. The For-to-Infinitive Construction.
4. The Absolute Infinitive.

I. The Objective-with-the-Infinitive Construction

The Objective-with-the-Infinitive Construction is a construction in which the Infinitive is in predicate relation to a noun in the common case or a pronoun in the objective case. In the sentence this construction has the function of a **Complex Object**. In translating the Objective-with-the-Infinitive Construction into Ukrainian there is always used a subordinate clause.

e.g. *She is a wonderful teacher and I've never seen **her lose** her temper or **get angry** about anything.* – Вона чудова вчителька, і я ніколи не бачила, щоб вона вийшла з себе чи розсердилася із будь-якого приводу.

*I believe **him to know** this subject well.* – Я вважаю, що він знає цей предмет.

*I consider this **question to be** very important.* – Я вважаю, що це питання дуже важливе.

Although, sometimes a sentence containing The Objective-with-the-Infinitive Construction may be translated by a simple sentence.

e.g. *The dread of the unknown made **me recede** (step back).* – Страх перед невідомістю змусив мене відступити.

*He won't allow **himself do** otherwise.* – Він не дозволить собі діяти інакше.

*His parents let **him go** to country excursion.* – Його батьки дозволили йому поїхати на екскурсію за місто.

*She will never let **him leave**.* – Вона ніколи не дозволить йому піти.

The Use of the Objective Infinitive Construction

The Objective-with-the-Infinitive Construction is used:

1. After verbs denoting sense perception, such as: “to hear”, “to see”, “to watch”, “to feel”, “to observe”, “to notice”, etc.

e.g. *I haven't heard **anyone call** me. They saw **David enter** the room.*

2. After verbs denoting mental activity, such as: “to know”, “to think”, “to consider”, “to believe”, “to suppose”, “to expect”, “to imagine”, “to find”, “to feel”, “to trust”, and etc.

e.g. *I know **you to be** the most honest, spotless creature that ever lived. If you suppose that **boy to be** friendless, you deceive yourself. Everybody expected **her to marry** Pete. The doctor found his **heart to have stopped** two hours before.*

3. After verbs of declaring: “to pronounce”, “to declare”, “to report”.

e.g. *The surgeon pronounced **the wound to be** a slight one. She declared **him to be** the most disobedient child in existence.*

4. After verbs denoting wish and intention: “to want”, “to wish”, “to desire”, “to mean”, “to intend”, “to choose” (in the meaning “хотіти”) and also after the construction “I would like” (Я хотів би).

e.g. *He intended **me to go** with him to India. I want **you to come** and **dine** with me. I don't choose **you to go** by yourself to a hotel. I would like **her look** through my report.*

5. After verbs and expressions denoting feeling and emotion: “to like”, “to dislike”, “to love”, “to hate”, “cannot bear”, etc.

e.g. *I dislike **you to talk** like that. I hate **him to be** flogged. I cannot bear **you to speak** of that.*

6. After verbs denoting order and permission: “to order”, “to allow”, “to suffer”, “to have”, etc.

e.g. *Mr. Sinclair ordered his **carriage to be** ready early in the morning. He ordered **the wounded to be carried** away from the field of battle. He ordered **the prisoners to go** away.*

7. The Objective-with-the-Infinitive Construction is used after verbs denoting compulsion: “to make” (in the meaning “змусити”), “to cause” (“змусити”, “дати розпорядження”), “to get” (“добитися”), “to have” (“змусити”, “сказати щоб”).

e.g. *Light steps in the gravel made **him turn** his head. She caused a **telegram to be sent** to him. The noise caused **her to awake**. I cannot get **her to finish** her lessons.*

8. Occasionally the Objective-with-the-Infinitive Construction occurs with the preposition “on” or “upon” (after the verb “to rely”).

e.g. *I rely on **you to come** in time. I rely upon **you not to go** over to the opposition.*

Exercises:

1. Find the Objective-with-the-Infinitive Construction. Translate into Ukrainian:

1. I heard him have mentioned my name. 2. They believed him to be honoured by the invitation to the international congress. 3. They do not expect the President to cut taxes as he has promised. 4. We assume these truths to be self-evident. 5. The local authorities did not want their housing scheme to fail. 6. After a ten-minute wait I watched the train pull out. 7. Her smile was friendly and she made you feel that she was really pleased to see you. 8. I wanted us to be married at once, but she was quite firm that she wouldn't. 9. I didn't mean you to hear that old person. 10. The question made him feel embarrassed.

2. Use the Objective-with-the-Infinitive Construction instead of subordinate clause. Translate into Ukrainian:

Model: She watched how he went away. – She watched him go away.

1. She felt that her hands trembled. 2. I've never heard how he spoke about his life in India. 3. He saw that the secretary came in. 4. I don't think that these people were very intelligent. 5. The two sides expect that negotiations will be long and difficult. 6. She saw how the woman turned the corner. 7. The judge ordered that the criminal should be imprisoned. 8. I believe they are very good at physics and other pure sciences. 9. They required that I should arrive at 8 a.m. 10. He did what he could, though considered he got little thanks for it from his wife and his kids.

3. Complete the sentences by using the Objective-with-the-Infinitive Construction:

Model: I consider ... (Mary is a bright student). – I consider Mary to be a bright student.

1. She found ... (the students are serious enough). 2. Most of the newcomers find ... (the climate of this area is tiring). 3. We find ... (Peter is very industrious). 4. Harry considered ... (the letter is odd). 4. They consider ... (Jack is an experienced doctor). 5. His colleagues think ... (he is distinguished scientist).

4. Answer the following questions. Give your reasons:

1. What makes you feel tired? 2. What makes your mouth water and you lick your lips? 3. If you hate smell of the fish what makes you eat it? 4. You have a number of questions to ask your friend. Do you expect him to give definite answers? 5. You happened to see your neighbor's girl-friend with another man at the cinema. Must you let him know about it?

5. Translate into English using the Objective-with-the-Infinitive Construction:

1. Ми б хотіли, щоб у вас була власна думка. 2. Батьки прагнуть, щоб діти отримали гарну освіту. 3. Усі сподівалися, що цей експеримент виявиться вдалим. 4. Учень вважає, що це дуже рідкісне явище. 5. Ця заява змусила нас усвідомити, що наслідки цієї трагедії жахливі. 6. Ці міркування змусили їх змінити план дій. 7. Дозвольте нагадати вам про вашу обіцянку. 8. Він помітив, що вона дуже засмучена. 9. Я бачив, що сонце зайшло і темні хмари з'явилися на небі. 10. Я вважаю, що його доповідь – нове слово у науці. 11. Не повірю, щоб вони відмовилися від нової квартири. 12. Ми знаємо, що Бернард Шоу був дуже дотепною людиною. 13. Його політичний досвід дав змогу об'єднати йому людей. 14. Я вважаю, що цей фільм не для дітей. 15. Усім не подобається, коли ви приходите без попередження.

II. The Subjective-with-the-Infinitive Construction (The Nominative-with-the-Infinitive Construction)

The Subjective-with-the-Infinitive Construction traditionally called the Nominative-with-the-Infinitive Construction is a construction in which the Infinitive is in predicate relation to a noun in the common case or pronoun in the nominative case.

The peculiarity of this construction is that it does not serve as one part of the sentence. One of its component parts has the function of the subject, the other forms part of a compound verbal predicate.

e.g. *Jane is said to resemble me.* – Кажуть, що Джейн схожа на мене.

We are sure to come at the heart of the matter. – Ми обов'язково доберемося до суті справи.

He is expected to give us an answer tomorrow. – Очікують, що він дасть нам відповідь завтра.

This fire is certain to produce a panic in the morning. – Ця пожежа безперечно викличе паніку зранку.

The Subjective-with-the-Infinitive Construction is used with the following groups of verbs in the Passive Voice.

1. With verbs denoting sense perception: “to see”, “to hear”, etc.

e.g. *Mr. Mc'Cord was heard to laugh heartily. The rider was seen to disappear in the distance.*

2. With verbs denoting mental activity: “to think”, “to consider”, “to know”, “to expect”, “to believe”, “to suppose”.

e.g. *He was thought to be honest and kindly. My father was considered by many to be a great man. The manuscript is believed to have been written in the 15th century.*

3. With verb “to make”.

e.g. *Little boy was aroused and made to put on his clothes. Parents made him do his lessons.*

4. With verbs “to say” and “to report”.

e.g. *The gods had given her dark-brown eyes and golden hair, which is said to be the mark of a weak character.*

Exercises:

1. Find the Subjective-with-the-Infinitive Construction. Translate into Ukrainian:

1. He is sure to win the competition. 2. No need to hurry. She is sure to be late. 3. They were seen to just touch each other hands. 4. Children appear to go

through definite stages as they develop. 5. Before he left the house he had never been allowed to drive the family car. 6. In this country the automatization of industry is likely to have far-reaching social effects. 7. History is known to repeat itself. 8. He is supposed to be an experienced secretary. 9. These phenomena are believed to be interdependent. 10. The material loss is estimated to be more than 1 million dollars.

2. Rewrite the sentences according to the model:

Model: Has she lost weight? – She seems to have lost weight.

1. Is he waiting for some one?
He appears ...
2. People know him to be a very generous man.
He ...
3. Is Tom worried about something?
Tom seems ...
4. He is a ruthless businessman.
He is known ...
5. Does Ann like Jack?
She appears ...
6. Has that car broken down?
It seems ...
7. Is that man looking for something?
That man seems ...
8. People know him to be kind-hearted.
He is known ...
9. He can answer a lot of questions.
He appears ...
10. The students will take part in the conference.
The students are sure ...

3. Fill in the blanks with one of the verbs from the list below, using to appear, to seem, to happen, in the active voice and the rest verbs in the passive voice:

to appear, to seem, to expect, to be sure, to force, to suppose, to think, to happen

1. But I don't ... know anything.
2. The picture ... to be of the well-known artist.
3. We have not been ... to undertake any work.
4. I don't ... to see any difference between them.
5. That... to be arose.
6. He ... to give up this work last December because of chronic arthritis.
7. I ... to have so much influence over her.
8. He, as you know, ... to be a star.
9. She ... to have been moved by her uncle's last words and looked at him doubtfully.
10. That evening he was very excited, and he ... to take no thought to disguise his excitement.

4. Turn the following sentences into the sentences with the Subjective-with-the-Infinitive Construction:

Model: She seems that she is not in habit of coming in time. – She seems not to be in habit of coming in time.

1. It seemed to him that his father was inclined to be patient with him. 2. It was felt that she was perfectly capable of taking care of herself. 3. It is believed that his advice was ignored. 4. They say that he is honest. 5. A group of people at the gangway saw that the boat came into harbor.

5. Translate into English using the Subjective-with-the-Infinitive Construction:

1. Бачили, що вона писала вірш. 2. Відомо, що комісія перевірила результати усіх виборів. 3. Стала відомо, що він гарний спеціаліст у сфері електроніки. 4. Розраховували, що вона підготує повідомлення на цю тему. 5. Повідомили, що конференція відбудеться за тиждень у Парижі. 6. Передбачають, що переговори відбудуться відразу після приїзду усіх сторін. 8. Відомо, що історія повторюється. 9. Навряд чи вона отримає президентську стипендію. 10. Звичайно, президент зробить усе можливе, щоб тримати ситуацію під своїм контролем. 11. Їм ніколи не дозволять висловлювати свою власну думку. 12. Розраховували, що новий уряд покращить економічне становище. 13. Випадково ми усвідомили, що країна перебуває на межі політичної кризи. 14. Робітників попросили підтримати загальнонаціональний страйк. 15. Навряд чи парламент прийме новий закон про охорону довкілля.

III. The For-to-Infinitive Construction

The For-to-Infinitive Construction is a construction in which the Infinitive is in predicate relation to a noun or pronoun preceded by the preposition “for”.

In translating this construction into Ukrainian a subordinate clause or an infinitive is used. The construction can have different functions in the sentence. It can be:

1. Subject, often with the introductory “it”.

*e.g. I sometimes think it is shame **for people to spend** so much money this way.*

2. Predicative.

*e.g. That was **for him to find out**.*

3. Attribute.

*e.g. There is nobody here **for him to play with**.*

4. Complex Object.

*e.g. He waited **for her to speak**. He asked **for the papers to be brought**.*

5. Adverbial Modifier.

e.g. *He spoke loud enough **for you to hear**. He had consented, and it was too late **for him now to recede**. He stepped aside **for me to pass**. He spoke loud **for me to hear**.*

Exercises:

1. Find the For-to-Infinitive Construction. Translate into Ukrainian:

1. Have you anything for me to read? 2. For the meeting to be a success much preliminary work must be done. 3. No efforts are large enough for the research to be completed. 4. We are waiting for the jury to announce their verdict. 5. It will take a number of years for two sides to come to an agreement. 6. They made it easy for the members of the association and other guests to attend the congress. 7. It will be convenient for all of us to have the test on Tuesday. 8. It is desirable for you to know the latest news. 9. Ned suggested books for him to read. 10. It is not for me to disagree there.

2. Complete the following sentences:

1. It is necessary for her to 2. It is advisable for me 3. Tom was waited for us 4. It was important for them 5. There was no reason for me 6. He waited for the papers

3. Rewrite the following sentences according to the model:

Model: Why haven't you translated this article? – The article is too difficult for me to translate.

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1. Why haven't you seen the new film yet? 2. Can you bring these heavy boxes upstairs? 3. Can he undertake such a work? 4. Do you like travelling by train? 5. Do you approve of John's behaviour? 6. How difficult is this article? 7. Do you enjoy studying foreign languages?

4. Transform the following sentences so as to use the For-to-Infinitive Construction:

Model: She came just in time. It was usual time. – It was usual time for her to go.

1. She told them the truth. It was easy for her. 2. Your child must spend more time outdoors. It will be better for him. 3. He speaks too fast. I cannot follow him. 4. They are going to the country. It will good for them. 5. Old people do not usually change their habits. It is hard for them.

IV. The Absolute Infinitive Construction

The subject of the infinitive in all adverbial functions is the same person or thing as denoted by the subject of the sentence. But the Infinitive may also have a subject of its own with which it forms the so-called Absolute Construction with the Infinitive.

The Absolute Construction with the Infinitive is introduced by the preposition “with”. The Infinitive is used with the particle “to”.

The Absolute Construction with the Infinitive has the function of adverbial modifier of attending circumstances in the sentence.

e.g. *Miss Jillian is bellow, Sir, **with a carriage to take** you home.*

There are two parallel actions in this sentence. One of them is expressed by the predicate, the other – by the Infinitive. Each action has its own subject.

The Infinitive Absolute Construction is infrequent and found only in literary style.

WRITING

- 1. Describe one of the recreational areas in London.**
- 2. Describe one of the London’s traditional ceremonies or colourful events you’ve seen or read about.**
- 3. Write about some sights of London you’d like to see. – Project.**

MODULE 3

UNIT 6 SOME FACTS ABOUT UKRAINE

TEXT

Some optimists suppose that the bottom point of Ukraine's **slump** has been passed and our positions in international markets will start to strengthen gradually. In fact, there are some internal and external positive factors to be found. These are as follows. To start with, Ukraine has **accumulated** certain positive experience in regulating foreign economic activities. Ukrainian enterprises are gradually **refining** the tactics they use to win good contracts. For instance, enterprises of Ukraine's oil and gas complex together with their Turkish partners are the winners in a tender to lay two branches of a gas pipeline across Turkey, the project cost **totalling** 190 ml dollars. Foreign trade is getting increasingly into the focus of attention for government officials. Instead of declaring just another strategic **partnership**, the Cabinet of Ministers has to protect domestic producers by approving a "procedure for conducting investigation aimed at finding facts of discrimination and unfriendly actions by other states". A decision has been passed to establish a mechanism for export and credit risk insurance. Positive **moves** have also been made in the regulation of foreign economic activity. Ukrainian legislation is being gradually harmonized with international law. The regulation of foreign economic activity is getting notably liberalized in individual areas. The list of items to be exported without strict state control has been considerably shortened.

Ukraine nevertheless has good prospects for entering individual markets. Thus, for instance, Ukrainian textile producers were **granted** the opportunity to increase by 30-50%. This opportunity alone may give Ukrainian exports an increase worth 140-145 ml dollars. The EU is gradually coming to understand the need for a new long-term agreement about trade in textile products and clothing.

Despite internal economic problems, Ukraine definitely has internal potential to create a **competitive** economy. There are over 200 minerals and about 20,000 **deposits** discovered in Ukraine. Having only 0.4% of world land and 0.8% of world population, Ukraine produces up to 5% of mineral raw materials and **processed** products. In terms of money, Ukraine's mineral raw materials are estimated at 15 bn dollars. Second, Ukraine has 25% of the world's most fertile black-earth soils and favourable climatic conditions. Our large modernized enterprises in the food industry are already offering products that meet international quality standards.

Third, there are good prospects for developing the export of services. We are the world leader in the transit of natural gas and our gas carrying system **features** high traffic capacity. According to EU experts, annual **cargo** traffic along the Eurasian traffic corridor across Ukraine will increase to 20 ml tons. Fourth, Ukraine has significant potential in hi-tech industries. It holds a prominent position among the world leaders in space research. Ukraine is one of the world's 10 states that manufacture military transport aircraft and one of the leading exporters of

arms and military technical services. Therefore, key **prerequisites** for success are in developing and **implementing** a state strategy **to boost** the development of hi-tech production facilities and conducting in-depth internal reform in Ukraine.

(*'Zerkalo Nedeli'*, 24 Jun 10)

Vocabulary Notes

slump – n 1) [count.] a sudden decrease in prices, sales, profits etc (раптове зниження). *slump in*

E.g. a slump in profits

2) a period when there is a reduction in business and many people lose their jobs (криза, спад).

E.g. The war was followed by an economic slump.

accumulate – v [intrans., trans.] to gradually increase in amount, or to make the amount of something gradually increase (нагромаджувати, акумулювати, накопичувати, збирати).

E.g. Dirt and dust had accumulated in the corners of the room.

accumulate money/knowledge/wealth etc

E.g. He had accumulated over £300,000.

to refine – v [trans.] 1) to use an industrial process to make a natural substance more pure (очищати, рафінувати).

E.g. The sugar is refined and then shipped abroad.

2) to improve a method, plan, system etc by making small changes to it (поліпшувати, удосконалювати).

E.g. to refine one's methods.

total – v [trans.] /*totalled, totalling* British English, *toted, totaling* American English/

1) to add up to a particular amount (підрховувати, підбивати підсумки, становити).

E.g. Sales totalled nearly \$700,000 last year.

2) American English *informal* to damage a car so badly that it cannot be repaired.

partnership – n 1) [count., uncount.] a relationship between two or more people, organizations, or countries (участь (у чомусь), стосунки).

E.g. Marriage is a partnership.

in partnership with somebody

E.g. We work in partnership with other schools.

2) [uncount.] when you are a partner in a business (товариство, компанія).

E.g. He went into partnership with John Kent.

3) [count.] a business owned by two or more people (компаньйони, партнерство).

move – n [count.] 1) something that you decide to do in order to achieve something (вчинок, крок, акція).

E.g. She wondered what her next move should be. Hiring Peter was definitely a good move (=a good decision).

move to/towards

E.g. The talks are a definite move towards peace.

2) a movement in a particular direction (рух, зміна місця).

E.g. Arnison made a move for the door. I knew he was watching my every move.

3) *be on the move*=to be travelling to different places all the time.

4) *make a move* (British English)=to leave a place.

E.g. It's late, we'd better be making a move.

5) get a move on=to tell someone to hurry.

E.g. Get a move on, or we'll be late!

6) when you go to live or work in a new place.

E.g. How did the move go?

7) when you change the position of one of the pieces in a game such as chess (хід).

E.g. It's your move.

to grant – v [trans.] 1) *to take for granted* to believe that something is true without making sure (вірити, довіряти, приймати на віру).

E.g. He took it for granted that Claire would marry him. He spends all his time at work and takes his family for granted.

2) *formal* to give someone something or allow them to have something that they have asked for (дарувати, наділяти, надавати).

grant somebody something

E.g. Ms. Chung was granted American citizenship last year.

competitive – adj 1) determined to be more successful than other people (суперницький, конкуруючий).

E.g. Boys are more competitive than girls.

2) a competitive situation is one in which people or organizations try to be more successful than others (конкурентоспроможний).

E.g. Our rates are very competitive.

deposit – n [count.] 1) a part of the cost of something that you pay before paying the total amount later (депозит, внесок).

E.g. We put down a deposit on the house.

deposit of

E.g. We require a deposit of 10%.

2) an amount of money that you pay into a bank account [\neq withdrawal] (вклад).

E.g. I'd like to make a deposit please.

3) money that you pay when you rent something such as an apartment or car, which will be given back if you do not damage it (завдаток, застава).

E.g. We paid one month's rent in advance, plus a deposit of \$500.

4) a layer of a mineral, metal etc that is left in soil or rocks through a natural process (поклад, родовище).

E.g. mineral deposits.

processed – adj [*only before noun*] used about substance or food that has been treated with chemicals to make it stay fresh or look good (оброблений, проявлений).

E.g. processed cheese

to feature – v 1) [intrans., trans.] to include something as a special or important part, or to be included (бути характерною рисою, відігравати головну роль).

E.g. Blake's name did not feature in the report.

cargo – n [count., uncount] /plural cargos or cargoes/ goods that are carried in a ship or plane (вантаж).

cargo of

E.g. a cargo of oil; a cargo ship.

prerequisite – n [count.] *formal* something that is necessary before another thing can happen or be done (передумова, необхідна умова).

prerequisite for/of/to

E.g. A degree in French is a prerequisite for the job.

to implement – v [trans.] to put into effect (виконувати, застосовувати, втілювати у життя).

E.g. Airlines were required to implement new safety recommendations.

to boost – v [trans.] to increase or improve something (піднімати, підвищувати).

E.g. The publicity boosted sales by 30%. Winning really boosts your confidence.

EXERCISES

I. Read the text and find the equivalents to the following expressions:

1. найнижча точка;
2. міжнародний ринок;
3. поступово зміцнюватись;
4. зовнішній фактор;
5. позитивний досвід;
6. зовнішня економічна діяльність;
7. вартість проекту;
8. державний контроль;
9. довготривала угода
10. внутрішній потенціал;

II. Fill in the words from the list, then make up sentences using the completed phrases:

total, accumulate, partnership, refine, grant, competitive, deposit, hi-tech, processed, slump

16. limited _____

17. _____ wealth

18. _____ a pension

19. _____ oil

20. oil _____

21. _____ 200 dollars

22. _____ price

23. _____ in agricultural produce
24. _____ production
25. _____ cheese

III. Fill in the correct word(s) from the list below:

feature, competitive, cargo, prerequisite, implement, slump, deposit, partnership, move, boost.

11. The company declared there was no risk of annual _____ in oil production.
12. The government must take a range of measures to _____ tourism.
13. A government is training a scheme to _____ student loans.
14. Have you heard about a _____ of silt on the river bed.
15. Retiring early was her smart _____.
16. This restaurant _____ an extensive list of Ukrainian wines to complement its creative Ukrainian cuisine.
17. Salary benefits must be _____. /M. S. Eisenhower/
18. The company is developing a new car in _____ with leading auto manufacturers in Japan.
19. We put all our _____ on the pack animals and began our journey through the canyon.
20. Sponsorship is not a _____ for any of our courses.

IV. Fill in the correct prepositions:

- 1) _____ fact;
- 2) to start _____ sth;
- 3) to accumulate _____ sth;
- 4) to be winner _____ sth;
- 5) to get _____ focus;
- 6) to be aimed _____ sth;
- 7) _____ instance;
- 8) to understand the need _____ sth;
- 9) _____ partnership _____ sb;
- 10) a move _____ sth;
- 11) to take _____ granted;
- 12) cargo _____ sth;
- 13) prerequisite _____ sth;
- 14) deposit _____ sth.

V. Decide which of these statements are true or false:

1. Ukraine is a highly developing industrial country.
2. The bottom point of Ukraine's slump has been passed and our positions in international markets will start to strengthen gradually.
3. Ukrainian enterprises can be proud of winning good contracts.

4. A major decision has been made to establish a mechanism for export and credit risk insurance in Ukraine.
5. Our economy is highly competitive today.
6. Ukrainian legislation is harmonized to full with international law.
7. All Ukrainian offering products meet international quality standards.
8. Ukraine is the world leader in the transit of natural gas and its gas carrying system features high traffic capacity.
9. Ukraine has significant potential in hi-tech industries.
10. Ukraine holds a prominent position among the world leaders in space research.

VI. Fill in the blanks with the words from the list below. Translate into Ukrainian:

multi-branch, tractors, industry, metals, reactors, coal-mining, complex, power output, pipes, energy

By the mid-80s a _____ (1), developed industry was created in Ukraine covering about 20 major industries, namely power generating, fuel, ferrous and non-ferrous metallurgy, chemical and petrochemical and gas, machine-building and metal-working, forest, wood-working and wood pulp and paper, construction materials, light, food and others. In 1990, for instance, approximately 300 billion kWh of _____ (2), approximately 40 million tons of ferrous _____ (3) rolled stock, and 6.5 million tons of steel _____ (4) were produced; more than 100 million tons of iron ore were mined; 37 thousand metal cutting machine-tools, and more than 100 thousand _____ (5) were manufactured in Ukraine.

Ukraine has five nuclear power stations with fifteen _____ (6) with a total _____ (7) of 13.6 thousand MW (13 reactors of WWR type and 2 reactors of RBMK type in the Chernobyl NPS). In addition there are 47 thermal power stations with a total power output of 32.4 thousand MW, 6 large hydraulic power stations on the Dnieper and 55 small stations on other rivers.

In the _____ (8) industry, more than 300 mines are operated in three coal-mining regions. Ukraine produces only 5.5 million tons of its own oil, but the ramified network of oil pipelines supports the operation of 10 petroleum plants. The Ukrainian gas pipelines transport the Russian gas to Central and Western Europe.

Approximately 200 large enterprises are operating in ferrous and non-ferrous metallurgy, pipe and rolling _____ (9). These include the world largest complexes for the production of cast iron, steel, rolled stock and pipes in Dniepropetrovsk, Zaporozhje, Donetsk, Makeevka, Mariupol and other cities.

The mechanical engineering sector is represented by enterprises producing metallurgical, oil, chemical, mining, power generating, railway (locomotives, carriages, tank-cars, etc.), road construction and transportation (ships, aircraft, cars, city transport) equipment, machinery for agriculture, light and food industry, metal-cutting machine tools, instrumentation.

The Zaporozhje 'Motor-Sich' plant manufactures aircraft engines for all the CIS countries. One of the world largest aerospace concerns – 'Pivdenny' – is

functioning in Dnipropetrovsk; Kharkiv turbines are known in many countries. A high-capacity chemical production _____ (10) is located in the city of Kaloush.

Altogether, the industry of Ukraine includes more than 10000 state and joint stock enterprises, and hundreds of private and collectively owned small and medium-sized businesses have been established over the last years, which operate in various industries.

VII. Summarize in some sentences the content of the article.

VIII. Speak on the following:

1. Compare the bases of economy in Ukraine and Great Britain.
2. Can you say that none of the countries had recessions in the economy nowadays? If your answer is negative, give examples of major economic recessions.
3. What are the similarities and differences in economy among both countries?
4. What are the most highly developed sectors of economy in both countries?
5. What steps, in your opinion, should be taken to improve the economic situation in Ukraine.

IX. Prepare a report on the following topic “The Economy and Industry in Ukraine”.

II. TOPIC

UKRAINE

Background:

Ukraine was the centre of the first eastern Slavic state, Kyivan Rus, which during the 10th and 11th centuries was the largest and most powerful state in Europe. Weakened by internecine quarrels and Mongol invasions, Kyivan Rus was incorporated into the Grand Duchy of Lithuania and eventually into the Polish-Lithuanian Commonwealth. The cultural and religious legacy of Kyivan Rus laid the foundation for Ukrainian nationalism through subsequent centuries.

A new Ukrainian state, the Cossack Hetmanate, was established during the mid-17th century after an uprising against the Poles. Despite continuous Muscovite pressure, the Hetmanate managed to remain autonomous for well over 100 years. During the latter part of the 18th century, most Ukrainian ethnographic territory was absorbed by the Russian Empire. Following the collapse of Russian czarism in 1917, Ukraine was able to achieve a short-lived period of independence (1917-20), but was reconquered and forced to endure a brutal Soviet rule that engineered two forced famines (1921-22 and 1932-33) in which over 8 million died. In World War II, German and Soviet armies were responsible for some 7 to 8 million more deaths. Although final independence for Ukraine was achieved in 1991 with the

dissolution of the USSR, democracy and prosperity remained elusive as the legacy of state control and endemic corruption stalled efforts at economic reform, privatization, and civil liberties.

Flag: The blue and yellow bicolour flag was officially restored in 1992, January 28 (originally in 1918) following Ukrainian independence.

Anthem: "*Shche ne vmerla Ukraina*" (Ukrainian: *Ще не вмерла Україна*, or "Ukraine's [glory] has not yet perished") is the national anthem of Ukraine again since 1992.

Currency: The Hryvnia, also spelled sometimes as Hryvna or Grivna (UHR) was introduced September 2, 1996 by the National Bank of Ukraine.

Geography:

Location: Eastern Europe. It is bordered by the Russian Federation to the east and northeast, Belarus to the northwest, Poland, Slovakia and Hungary to the west, Romania and Moldova to the southwest. It is bounded by the Black Sea and Sea of Azov in the south and southeast respectively

Area: total: 603,550 sq km; country **comparison to the world: 45**; land: 579,330 sq km; water: 24,220 sq km.

Land boundaries: total: 4,566 km; **border countries:** Belarus 891 km, Hungary 103 km, Moldova 940 km, Poland 428 km, Romania (south) 176 km, Romania (southwest) 362 km, Russia 1,576 km, Slovakia 90 km.

Coastline: 2,782 km.

Terrain: most of Ukraine consists of fertile plains (steppes) and plateaus, mountains being found only in the west (the Carpathians), and in the Crimean Peninsula in the extreme south.

Natural resources: iron ore, coal, manganese, natural gas, oil, salt, sulfur, graphite, titanium, magnesium, kaolin, nickel, mercury, timber, arable land.

Land use: arable land: 53.8%; **permanent crops:** 1.5%; other 44.7%.

Geography-note: strategic position at the crossroads between Europe and Asia; second-largest country in Europe.

Chief rivers: The most notable rivers of Ukraine include the Danube, the Dnieper, and the Dniester.

Climate: Long, cold winters and short, hot summers characterise the Ukraine's continental climate. There is also plenty of rain, and winter and autumn tend to be cloudy. The Crimean coast in the south has a Mediterranean climate. The winter months (October to April) bring regular snowfall and temperatures average between 17°F and 35°F (-8°C to 2°C), with temperatures dropping inland. Ukrainian summers can be hot, particularly in the south, and temperatures range between 64°F and 81°F (18°C and 27°C). Rainfall is highest in the northwest of the country and particularly in the mountains, with rain occurring mainly in the form of thundershowers and the occasional downpour.

Regions: Ukraine is currently subdivided into twenty-four oblasts, one autonomous republic, and two cities with special legal status.



Government: Ukraine is a country under a semi-presidential system with separate legislative, executive, and judicial branches. Ukraine has recently undergone an extensive constitutional reform that has changed the balance of power between the executive and legislative branches and their relationship to the President. A reform to local self-government has been suggested, but is yet to be formally approved.

People:

Population: 45,415,596 (July 2010 est.); country comparison to the world: **29**.

Age structure: **0-14 years:** 13.8% (male 3,238,280/female 3,066,594)

15-64 years: 70.3% (male 15,399,488/female 16,742,612)

65 years and over: 15.9% (male 2,422,311/female 4,831,110) (2010 est.)

Birth rate: 9.62 births/1,000 population (2010 est.); country comparison to the world: **203**

Nationality: Ukrainian.

Ethnic groups: Ukrainian 77.8%, Russian 17.3%, Belarusian 0.6%, Moldovan 0.5%, Crimean Tatar 0.5%, Bulgarian 0.4%, Hungarian 0.3%, Romanian 0.3%, Polish 0.3%, Jewish 0.2%, other 1.8%.

Economy: The economy of Ukraine is an emerging free market, with a gross domestic product that experienced rapid growth from the late 1990s until the late 2000s. Ukraine's economy is ranked 45th in the world according to 2008 GDP (nominal) with the total nominal GDP of 188 billion USD, and 3,900 USD GDP per capita. Formerly a major component of the economy of the Soviet Union, the country's economy experienced major recession during the 1990s, including hyperinflation and drastic falls in economic output; GDP growth was first registered in 2000, and continued for several years. In 2007 the economy continued to grow and posted real GDP growth of 7%.

However Ukraine was greatly affected by the economic crisis of 2008 and as a result the World Bank expects Ukraine's economy to shrink 15% in 2009 with inflation being 16.4%. The Ukrainian government predicts GDP growth of 0.4% in 2009, and a slowdown in inflation to 9.5% (also in 2009), although the

overwhelming majority of economists consider this forecast to be excessively optimistic. In 2008 the hryvnia (Ukraine's currency) dropped 38% against the US dollar, eclipsed only by the Icelandic krona and the Seychelles rupee. There was 3% unemployment at the end of 2008; over the first 9 months of 2009, unemployment averaged 9.4%. The Ukrainian economy recovered in the first quarter of 2010.

Agriculture: About 57% of the total land area is arable, with another 11% utilized as permanent pasture land. Ukraine's steppe region in the south is possibly the most fertile region in the world. Ukraine's famous humus-rich black soil accounts for one-third of the world's black soil and holds great potential for agricultural production. However, the soil is rapidly losing its fertility due to improper land and crop management. Ukraine typically produced over half of the sugar beets and one-fifth of all grains grown for the former USSR. In addition, two of the largest vegetable-oil research centres in the world are at Odessa and Zaporizhzhya. Agroindustry accounts for one-third of agricultural employment.

TOPICAL VOCABULARY

Internecine – 1) marked by slaughter; deadly; especially: mutually destructive; 2) of, relating to, or involving conflict within a group. *E. g.:* bitter internecine feuds. This political party has suffered because of bitter internecine rivalries

Invasion – 1) an act of invading; especially: incursion of an army for conquest or plunder; 2) the incoming or spread of something usually hurtful. *E. g.:* The people live under a constant threat of invasion. The town is gearing up for the annual tourist invasion.

Collapse – 1) the sudden failure of a business, system, or plan. *E. g.:* the collapse of the Soviet Union. 2) when something suddenly falls down. *E. g.:* Floods caused the collapse of the bridge. 3) when someone suddenly falls down or becomes unconscious because of an illness or injury. *E. g.:* The prisoner was in a state of collapse.

Reconquer – to take back by force, as after a battle; to conquer anew. *E. g.:* The country reconquered the territory lost in the previous war.

To endure – to be in a difficult or painful situation for a long time without complaining; to bear with tolerance. *E. g.:* We seek the truth, and will endure the consequences. /Charles Seymour/

Dissolution – when a parliament, marriage, or business arrangement is formally ended; termination or extinction by disintegration or dispersion. *E. g.:* The dissolution of the empire was remarkably swift

Terrain – a particular type of land; a particular geographic area; a region. *E. g.:* He is a guide who knows this terrain well.

Steppes – the huge grasslands of Eurasia, chiefly in the Ukraine and Russia.

Plateau – 1) a large area of flat land that is higher than the land around it. *E. g.:* a high, flat plateau of cultivated land; 2) A relatively stable level, period, or state. *E. g.:* Mortgage rates declined, then reached a plateau.

Arable – relating to growing crops. *E. g.:* arable land.

Gross domestic product – the total value of all the goods and services produced in a country in one year, except for income received from abroad /GDP/.

Per capita – used to describe the average amount of something in a particular place, calculated according to the number of people who live there. *E. g.:* the country's per capita income.

Recession – a time when there is much less trade and business activity than usual in a country: *out of/into recession*. *E. g.:* ways to pull the country out of recession; the economic recession of the 1970s; a deep recession (=one that lasts a long time).

Drastic – drastic action is extreme, and has an effect immediately. *E. g.:* The President promised drastic changes in health care.

Fall – 1) a movement down towards the ground. *E. g.:* He had a bad fall from a horse. 2) a decrease in the amount, level, or price of something [\neq rise].

fall in *E. g.:* There has been a sharp fall in the temperature.

fall of *E. g.:* a fall of 25% in unemployment.

To eclipse – to become more important, powerful, or famous than someone or something else, so that they are no longer noticed. *E. g.:* British cinema had been largely eclipsed by that of Hollywood.

Pasture – a field covered with grass or herbage and suitable for grazing by livestock.

Fertile – fertile soil is able to produce good crops. *E. g.:* fertile land.

Legislative – relating to the making of laws: legislative powers.

Executive – 1) relating to making decisions in a company or organization. *E. g.:* an executive committee; 2) expensive and suitable for people who have important jobs. *E. g.:* executive homes.

Judicial – relating to the law, judges etc. *E. g.:* the judicial system.

EXERCISES

1. Match the adjectives in part A with fitting nouns in part B. Comment on the meaning of each phrase.

Model: A fertile land is able to support the growth of a lot of healthy plants.

A. Legislative, executive, constructive, fertile, developing, judicial, personal, central, imposing, ancient.

B. city, edifice, body, land, system, assembly, property, government, country, criticism.

2. Select the odd word that doesn't fit into a list, giving reasons for your choice.

A. 1. Building. 2. Edifice. 3. Structure. 4. Pile. 5. Bridge.

- B. 1. Accountable. 2. Responsive. 3. Responsible. 4. Answerable.
5. Amenable.
- C. 1. Adopt. 2. Embrace. 3. Espouse. 4. Admit. 5. Assume.
- D. 1. Ancient. 2. Old. 3. Venerable. 4. Current. 5. Antique. 6. Archaic.
- E. 1. Assure. 2. Insure. 3. Ensure. 4. Secure. 5. Alarm.
- F. 1. Fertile. 2. Fruitful. 3. Prolific. 4. Fecund. 5. Producing. 6. Fervent.
- G. 1. Guarantee. 2. Surety. 3. Guess. 4. Security. 5. Bond. 6. Bail.
- H. 1. Promote. 2. Forward. 3. Advance. 4. Help. 5. Aid. 6. Assist. 7. Hinder.
- I. 1. Property. 2. Quality. 3. Character. 4. Prophecy. 5. Attribute.
- J. 1. Power. 2. Force. 3. Energy. 4. Practice. 5. Strength. 6. Might.
- K. 1. Develop. 2. Advance. 3. Shrivels. 4. Progress. 5. Expand. 6. Mature.

3. Fill in each blank with one word from the list below that best fits the meaning of each sentence:

judicial, arable, legislative, GDP, executive, fall, recession, drastic, dissolution, per capita, internecine

1. They would, at the same time, be necessitated to strengthen the _____ arm of government, in doing which their constitutions would acquire a progressive direction toward monarchy.
2. This _____ land is suitable for cultivation, such as by ploughing.
3. It was a long time ago, seventy years ago, the fall of the _____ of the House of Hapsburg.
4. He might bring _____ proceedings against you.
5. My _____ bodies, both State and municipal, are bands of thieves; my taxes are insupportable; my courts are corrupt; my cities are a disgrace to civilisation; my corporations have their hands at the throats of every private interest – all my affairs are in disorder and criminal confusion.
6. There are always opportunities to make extra money, even in a tough _____. Many people are looking at starting a home business.
7. That certainly would be the case, and I sincerely wish that it may be as clearly foreseen by every good citizen, that whenever the _____ of the Union arrives, America will have reason to exclaim, in the words of the poet: “FAREWELL”.
8. The lowest is Hardin County, where only 291 thousand is being spent – 9 dollars 11 cents _____.
9. It was the only battle which I have ever witnessed, the only battle-field I ever trod while the battle was raging; _____ war; the red republicans on the one hand, and the black imperialists on the other. /Henry David/
10. _____ social change brought about by the French Revolution.
11. Moreover, at the national level, latest figures show that Germany and France officially emerged from recession in Q2 (=second quarter of a calendar year), with (non-annualized) increases in _____ of 0.

4. Answer the following questions:

1. What is the geographical position of Ukraine? 2. What are the national symbols of Ukraine? 3. What is the official language of Ukraine? 4. What seas is Ukraine washed by? 5. What are the main regions that Ukraine can be divided into? 6. What countries does Ukraine border on? 7. What commercial centres of Ukraine do you know? 8. What other highly industrialized countries do you know? 9. What are the major economic regions of Ukraine? 10. What is the chief regional administrative unit in Ukraine? 11. What agricultural areas of Ukraine do you know? What is the most important industrial crop in Ukraine? 12. What are the most important rivers of Ukraine? 13. Are there any mountains in Ukraine? Where are they situated? 14. What are the largest cultural centres of Ukraine? 15. What is the climate in Ukraine? 16. What is the population of Ukraine? 17. Does the extraction of natural gas in Ukraine satisfy all its need in fuel? 18. Does Ukraine produce as much potatoes and grain as France? 19. Can the livestock sector in Ukraine rival that in most European countries? 20. Does Ukraine take the leading place in the world production of ferrous metals? 21. Is Ukraine a multinational state? 22. Have there been considerable changes in the industrial structure of the country since 1991? 23. Does Ukraine's economy need time to adapt to the new conditions on the world market?

5. Translate the text into English:

Україна

Україна – це суверенна держава, її незалежність була проголошена в 1991 році. Україна знаходиться на сході Європи. Територія України – 603 700 квадратних кілометрів. Україна межує з Росією, Білорусією, Польщею, Молдовою, Словаччиною, Угорщиною, Румунією. Вона омивається Чорним і Азовським морями та має дуже важливі порти. Україна за територією є більше Франції і Великобританії, але значно менше Росії. П'ять відсотків територій України – гірська, решта – рівнина. В Україні є Карпатські і Кримські гори. Карпати – природний гірський кордон України. Вони вкриті змішаними лісами з сосен, ялин, буків і дубів. На Волині знаходяться найгустіші ліси, які є частиною знаменитої Біловезької пуші.

Дніпро – головна річка країни та третя за довжиною річка в Європі. Річки Дністер і Буг також мають велике значення для України.

Населення України – приблизно 46 мільйонів чоловік. Крім українців, тут проживають представники багатьох інших національностей: росіяни, євреї, білоруси, молдавани, румуни, греки, татари, поляки, вірмени, німці, цигани та інші етнічні меншини. Вони внесли свій вклад в українську культуру й історію.

Найбільші міста України – Київ, Харків, Львів, Дніпропетровськ, Запоріжжя, Донецьк, Одеса, Миколаїв та інші.

Україна – розвинена промислова і сільськогосподарська країна. Україна багата на такі природні ресурси, як залізна руда, вугілля, природний газ, нафта, сіль та інші мінеральні ресурси. В Україні розвинені такі галузі промисловості, як металургія, машинобудування, енергетика, хімічна

промисловість і сільське господарство. Українські вчені своїми відкриттями і винаходами вносять вклад до світової науки.

В Україні багата історична і культурна спадщина. У країні є дуже багато вищих учбових закладів, театрів, бібліотек, музеїв, художніх галерей. Україна славиться відомими в усьому світі письменниками, поетами та музикантами.

Україна – член ООН; вона бере активну участь у роботі багатьох міжнародних організацій.

6. Read and translate the following text into Ukrainian:

For you remember, to come back



Ukraine is a country of wonderful art traditions that remain to this day. If you go to the farthest corners of Ukraine, you will be able to buy craftsmen's works, that will not only please you, but will tell you much interesting about locality, people and native culture.

Folk art with its own peculiarities and national colour lives today in practically all of country's regions. Western Ukraine is perhaps the most prolific in this area, maybe due to the fact there is no arable land here and craft work became a means of earning money. In Zakarpattya you can find many wicker articles – from children's toys to furniture. The village of Izya in the Khust Region is the centre of Ukrainian of the wicker trade. If you like bead embroidery, you will find it in Bukovyna. Gutsulshchyna will surprise you with skillfully made articles archaic in feeling: on holidays people wear "stroyi" (national costumes) creating a

charming picture of the past as they eat from clay and wooden carved dishes, paint pysanky and play musical instruments, exotic for Europeans. You can buy craftworks in the markets of the town Kosiv and in the village of Kosmach, especially on Sundays.

Ukrainian Polissya has managed to preserve the deepest traditions of folk life. Even as Ukraine becomes increasingly industrialized, elderly people continue to wear flax homespun clothes in the villages. So it is not surprising, that beautiful Poliski embroidered skirts, clay jugs, and goods made of wood, rog and straw are sticking in their originality.

In Podillya you can admire wall-painting and its extension in the decorations that brighten common domestic articles a typical “khata”.

Poltavshchyna is called “the heart of Ukraine”. Here 40 from 120 classical styles of embroidery known in Ukraine can be seen. You can also choose wonderful samples of Poltavsky baroque carpets. The capital of ceramics, Opishnya, maintains old traditions in pottery and decorative sculpture. You should visit the village of Velyki Sorochyntsi during the last week in August.

Needlework in Slobozhashchyna and in southern Ukraine is not so ancient as in the West, in Polissy or Podillya. But together the different needlework styles represent a colourful bouquet of folk art, in which every locality has its own particular flower. These styles are translated into other forms of decoration, as can be seen in the marvelous wall-painting patterns of the Cossack village of Petrivka in modern Dnipropetrovshchyna, “malyovky” – wall paper strips, plates, tankards, trunks, kerchiefs, carpets and musical instruments. Even men enjoy to embroider today in Ukraine.

Pysanky capture the very essence of how Ukrainians used to perceive the world. It is an art of our childhood, which runs through the very cornerstone of Ukrainian culture.

An embroidered shirt is also another “visiting-card” Ukrainians can offer. In some villages there are several hundreds embroidery techniques, which include both the traditional and individual styles of masters.

Folk painting in the “Petrykivka” style is based on a close relationship with nature and the creation of original and fantastic flowers that do not exist. All masters paint without a projected contour and without any measuring instruments. This capricious, bright style of painting is carried out with a thin brush, made of cat’s hair and, when necessary, a very small stick or sometimes simply a finger.

(By Lidiya Orel, Yevhen Budko)

7. Test yourself. Fill in the blanks with the proper words:

1. With a booming economy and financial reformation underway, Ukraine is an increasingly attractive for foreign investors.

- (a) component
- (b) composition
- (c) proponent
- (d) proposition

2. After parliamentary elections, Yulia Tymoshenko and Yushchenko's political groups are expected to form a coalition in the next government; even after this outcome, it seems likely there will be regular of political uncertainty, but Ukraine is still booming economically, with GDP rising year-on-year by 7.7%.

- (a) bounds
- (b) bouts
- (c) spates
- (d) spurts

3. Although Ukraine is not a European Union (EU) country, under the leadership of Yushchenko it is looking more towards the EU rather than Russia for its political and macroeconomic model.

- (a) candidate
- (b) delegate
- (c) nominee
- (d) participant

4. The Orange Revolution at the end of 2004 came as Yanukovych's victory in the presidential election sparked mass protests, resulting in the election re-run that was won by Yushchenko.

- (a) about
- (b) around
- (c) off
- (d) on

5. This event Ukraine's global profile and is also seen as the starting point of the real interest shown by foreign investors in the country's financial services sector.

- (a) elevated
- (b) escalated
- (c) expanded
- (d) extended

6. The Ukrainian hryvnia is not yet fully, but is expected to be completely deregulated by the end of 2008.

- (a) convenable
- (b) conversable
- (c) convertible
- (d) conveyable

7. Domestic and inter-bank payments in Ukraine are made through the real-time settlement system, called the System of Electronic Payments (SEP), which has been in since the mid 1990s and is owned and operated by Ukraine's central bank, the National Bank of Ukraine.

- (a) location
- (b) place
- (c) residence
- (d) site

8. Liquidity management remains a great challenge for banks and corporates in Ukraine: cash concentration structures are not regulated by Ukrainian laws and can be treated as inter-company lending, which is the sole of financial institutions.

- (a) prerogative

- (b) proprietorship
- (c) sponsorship
- (d) support

9. Presently, foreign banks may operate only representative offices or Ukrainian subsidiaries; this will open up more possibilities for the Ukrainian banks to develop new services and products, and to introduce a new advanced format of payments and cash management systems which are particularly high demand from multinational clients.

- (a) for
- (b) in
- (c) of
- (d) (none)

10. Ukraine is currently in the process of to the World Trade Organisation (WTO) and this will also mean increasing standardisation of the financial environment and will result in a more attractive environment for foreign investors.

- (a) acceding
- (b) accessing
- (c) ascending
- (d) aspiring

9. Speak on the following topics.

1. Ukraine's rural and urban landscape and life.
2. Ukraine's cultural centres.
3. Acute problems that Ukraine faces up today.
4. What makes a country life interesting and pleasant.

III. GRAMMAR

The Gerund

Gerund is a form of the verb that functions as noun and has besides verbal characteristics also traits in common with a noun. It always ends in "ing".

GERUND: INTRODUCTION	
(a) Playing tennis is fun. (b) We enjoy playing tennis. (c) He's excited about playing tennis.	A gerund is used in the same ways as a noun, i.e., as a subject or as an object. In (a): playing is a gerund, used as the subject of the sentence. Playing tennis is a <i>gerund phrase</i> . In (b) and (c): playing is a gerund, used as the object of the sentence.

The Gerund has four forms:

Forms of the Gerund	Active	Passive
<i>Indefinite</i>	<i>Smoking</i> is a bad habit.	He likes <i>being thought</i> a good sportsman at school.

Perfect	She regretted <i>having told</i> him the truth.	He admitted <i>having being punished</i> by his father.
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Remember:

Indicators	Patterns
With verbs and verbal phrases denoting modality: <i>to intend, to expect, to want, can't help, can't stand, etc.</i>	We can't help <i>laughing</i> . We insist on <i>going</i> now. Do you mind <i>opening</i> the window?
With verbs and verbal phrases denoting the beginning, duration, end of the action: <i>to begin, to start, to commence, to go on, to keep on, to proceed, to continue, to stop, to give up, to finish, to cease, etc.</i>	They stopped <i>working</i> .
Always preceded by a preposition.	We have no intention of <i>buying</i> this house.
With the prepositions: <i>after, before, on (upon).</i>	After <i>doing</i> his tasks, he went for a walk.
With the prepositions: <i>by, in.</i>	Let us begin <i>by listening</i> to the tape.
With the prepositions: <i>without.</i>	She left the room <i>without saying</i> good-bye.

Remember:

COMMON PREPOSITION COMBINATIONS FOLLOWED BY GERUND		
be excited <i>about</i>		keep (someone) <i>from</i>
be worried <i>about</i>	spend <i>in</i>	prevent (someone) <i>from</i>
	succeed <i>in</i>	prohibit (someone) <i>from</i>
complain <i>about/of</i>	result <i>in</i>	stop (someone) <i>from</i>
dream <i>about/of</i>	persist <i>in</i>	
talk <i>about/of</i>	believe <i>in</i>	be clever <i>at</i>
think <i>about/of</i>	be interested <i>in</i>	be surprised <i>at</i>
	participate <i>in</i>	be good (bad) <i>at</i>
apologize <i>for</i>	succeed <i>in</i>	be pleased <i>at</i>
blame <i>for</i>	be engaged <i>in</i>	
forgive <i>for</i>	consist <i>in</i>	be opposed <i>of</i>
have an excuse <i>for</i>		be accused <i>of</i>
have a reason <i>for</i>		be capable <i>of</i>
be responsible <i>for</i>		for the purpose <i>of</i>
thank <i>for</i>		instead <i>of</i>
be sorry <i>for</i>		take advantage <i>of</i>
		take care <i>of</i>
be devoted <i>to</i>	be busy <i>with</i>	be tired <i>of</i>
object <i>to</i>		be afraid <i>of</i>
get used <i>to</i>		be ashamed <i>of</i>
look forward <i>to</i>		be fond <i>of</i>
prefer <i>to</i>		be proud <i>of</i>
be accustomed <i>to</i>		suspect (someone) <i>of</i>
in addition <i>to</i>		be guilty <i>of</i>
be committed <i>to</i>		be used <i>of</i>

Remember:

COMMON VERBS FOLLOWED BY GERUND
verb + gerund

enjoy	quit (give up)	avoid
appreciate	finish (get through)	postpone (put off)
mind	stop	delay
consider	mention	keep (keep on)
discuss	suggest	go
admit	advise	anticipate
avoid	can't bear/stand	begin
complete	continue	delay
deny	dislike	enjoy
forget	hate	can't help
like	love	miss
practice	prefer	recall
recollect	recommend	regret
remember	resent	resist
risk	start	tolerate
try	understand	

Exercises:

I. Open the brackets using the proper form of the Gerund:

1. They admitted (to make) a mistake. 2. She denied (to criticize) by her boss. 3. The flat needs (to clean). 4. On (to see) her he rose to his feet. 5. After (to listen) to the radio, he went to bed. 6. I can't stand (to quarrel) with her. 7. She went on (to walk) along the street. 8. They admitted (to come) late. 9. He admitted (to miss) all her lessons. 10. I hate (to laugh) at. 11. (To read) aloud may improve your pronunciation. 12. The book is worth (to read). 13. I remember (to see) her at the party. 14. Go on (to talk). 15. We have no intention of (to help) you.

II. Comment on the usage of the Gerund in the following sentences:

1. Drawing is his favourite occupation. 2. I am fond of swimming. 3. He thinks of writing a letter to his friend. 4. I remember watching this film. 5. The children insist on our going to the seaside. 6. The students finished writing their tests. 7. On arriving in the city he went sightseeing. 8. I entered the house without noticing the men. 9. The blouse wants washing. 10. The film is worth seeing. 11. I was surprised at seeing her today. 12. Running is a good exercise. 13. I couldn't help smiling at this pretty girl. 14. I don't remember having seeing the boy before. 15. Thank you for coming.

III. Expand the statements using the Gerund:

1. I'll finish 2. He doesn't risk 3. We admit 4. She avoids 5. He stopped 6. They admitted 7. The students finish 8. We didn't risk 9. I remember 10. Do you mind

VI. Open the brackets using the appropriate form of the Gerund:

1. Are you used (to speak) like that by your employer? 2. I have come to apologize (to cause) all that trouble. 3. She insisted on (to treat) like a grown

woman. 4. How can I thank you enough for (to come) to my rescue? 5. He is not exactly grateful for (to put) in his place. 6. She suspects me of (to read) her diary. 7. Who is responsible for (to keep) the place in order? 8. He was accused of repeatedly (to sell) information to rival firms. 9. I have been thinking of (to try) my hand at it myself. 10. It was no use (to do) this. 11. (to read) love stories made her cry. 12. The coat needs (to press). 13. We don't feel like (to walk).

V. Translate into English using the Gerund:

Читання – моє улюблене заняття. 2. Я не прихильник надмірного листування. 3. Вона залишила кімнату, не відповівши на запитання. 4. Думаю, що з часом їй буде соромно за цей вчинок. 5. Моя машина потребує ремонту. 6. Цей фільм вартий, щоб подивитись. 7. Я не пам'ятаю, щоб коли-небудь бачив його. 8. Прошу вибачення за спізнення. 9. Після плавання він пішов додому. 10. Єдине, чого я зараз бажаю, – це щоб мене залишили у спокої. 11. Я не могла не посміхнутись, коли побачила його. 12. Вона почала енергійно працювати. 13. Ми наполягаємо на завершенні дискусії. 14. Почнемо з перевірки письмових завдань. 15. У моїх товаришів не має наміру купувати цей будинок.

VI. Complete the following sentences:

1. Helen seemed genuinely pleased seeing me.
(a) with (b) at (c) on
2. As an English proverb says "It's no use over spilt milk."
(a) cry (b) to cry (c) crying
3. I believe I will still have an opportunity of you to my school buddies.
(a) introducing (b) to introduce (c) being introduced
4. Don't switch off the light. The child is afraid in the dark
(a) of sleeping (b) to sleep (c) sleep
5. Where do you and your friends plan for the next summer vacations?
(a) going (b) to go (c) go
6. Anne was able to keep the kids still telling them an interesting story.
(a) by (b) on (c) instead of
7. Sheila is very upset. She isn't used being treated like that.
(a) to (b) on (c) in
8. His son's car crashed into a wall. The terrible tragedy prevented him doing what was right or reasonable.
(a) of (b) from (c) in
9. She was a motherly soul. She asked me to come in and insisted my taking a cup of tea with the family.
(a) in (b) on (c) at
10. I don't have your book. I remember it back to you.
(a) to be given (b) to give (c) giving
11. looking out of the window, they noticed a fire in the opposite building.
(a) after (b) on (c) at

12. Mind your manners! You should wash your hands sitting down to dinner.

(a) on (b) before (c) while

13. I don't like to – and that, exactly, is what you are trying to do.

(a) to be given (b) give (c) giving

14. He was suspected concealing important information from the police.

(a) of (b) in (c) at

15. Your reproach is not fair. I am surprised your having said this.

(a) of (b) on (c) at

VII. Provide a conversational context for the following sentences:

1. What is worth doing at all is worth doing well.
2. We enjoy walking in the park in any weather.
3. I don't like being interrupted.
4. I dislike borrowing things from people.
5. Before leaving a room say good-bye,

VIII. Comment upon the following proverbs:

1. Seeing is believing.
2. Dying is as natural as loving.
3. Finding's keeping.
4. It's no use crying over spilt milk.
5. What abt Eating and scratching wants but a beginning?

WRITING

1. Describe the part of your country you come from. Say a) what makes it special; b) if there any particular sights that you associate with home. 2. Describe in writing any region of Ukraine. Consult an encyclopedia and a map of Ukraine. – Project.

UNIT 7

KYIV

TEXT

Attractions in Kyiv

It is said that one can walk from one end of Kyiv to the other in the summertime without leaving the shade of its many trees. Most characteristic are the horse-chestnuts. Kyiv is known as a green city with two botanical gardens and numerous large and small parks. The green nature of the city is probably most notable by the green hills of the right bank along the Dnieper river that have been relatively untouched by development.

Among the numerous islands, *Venetsianskyi (or Hydropark)* is the most developed. It is **accessible** by metro or by car, and includes an amusement park, swimming beaches, boat rentals, and night clubs. *The Victory Park (Park Peremohy)* located near Darnytsia subway station is a popular destination for strollers, joggers, and cyclists. Boating, fishing, and water sports are popular pastimes in Kyiv. The area lakes and rivers freeze over in the winter and ice fishermen are a frequent sight, as are children with their ice skates. However, the peak of summer draws out a greater mass of people to the shores for swimming or sunbathing, with daytime high temperatures sometimes reaching 30 to 34°C.

The centre of Kyiv (*Independence Square and Khreschatyk Street*) becomes a large outdoor party place at night during summer months, with thousands of people having a good time in nearby restaurants, clubs and outdoor cafes. The central streets are closed for auto traffic on weekends and holidays. *Andriyivskyy Descent* is one of the best known historic streets and a major tourist attraction in Kyiv. The hill is the site of *the Castle of Richard the Lionheart*; the baroque-style *St Andrew's Church*; the home of Kyiv born writer, Mikhail Bulgakov; the *monument to Yaroslav the Wise, the Grand Prince of Kyiv and of Novgorod*; and numerous other monuments.

A wide variety of farm produce is available in many of Kyiv's farmer markets with the *Besarabsky Market* located in the very centre of the city being most famous. Each residential region has its own market, or *rynok*. Here one will find table after table of individuals hawking everything imaginable: vegetables, fresh and smoked meats, fish, cheese, honey, dairy products such as milk and home-made *smetana* (sour cream), caviar, cut flowers, housewares, tools and hardware, and clothing. Each of the markets has its own unique mix of products with some markets devoted solely to specific wares such as automobiles, car parts, pets, clothing, flowers, etc. There is also a popular book market by the *Petrivka* metro station.

At the city's southern **outskirts**, near the historic *Pyrohiv village*, there is an outdoor museum, officially called the *Museum of Folk Architecture and Life of Ukraine*. It has an area of 1.5 square kilometres. This territory **houses** several

"mini-villages" that represent by region the traditional rural architecture of Ukraine.

Kyiv also has numerous **recreational** attractions like bowling alleys, go-cart tracks, paintball venues, billiard halls and even shooting ranges. The 100-year-old *Kyiv Zoo* is located on 40 hectares and carries over 2,000 species.

Kyiv Today

Modern Kyiv is a mix of the old and the new, seen in everything from the architecture to the stores and to the people themselves. **Experiencing** rapid population growth between the 1970s and the mid-90s, the city has continued its consistent growth after the turn of the millennium. As a result, Kyiv's "**downtown**" is a dotted contrast of new, modern buildings amongst the pale yellows, blues and greys of older apartments. Urban **sprawl** has gradually reduced, while population densities of suburbs has increased. The most expensive properties are located in the *Pechersk*, and *Khreshchatyk* areas. It is also prestigious to own a property in newly constructed buildings in the *Kharkivskiy Raion* or *Obolon* along the Dnieper.

Ukrainian independence at the turn of the millennium has **heralded** other changes. Western-style residential complexes, modern nightclubs, **classy** restaurants and prestigious hotels opened in the centre. Music from Europe and North America started appearing on Ukrainian music charts. And most importantly, with the easing of the visa rules, Ukraine is positioning itself as a prime tourist attraction, with Kyiv, among the other large cities, looking **to profit from** new opportunities. The centre of Kyiv has been cleaned up and buildings have been restored and redecorated, especially *the Khreshchatyk street* and *the Independence Square*. Many historic areas of Kyiv, such as *Andriyivskyy Descent*, have become popular street **vendor** locations, where one can find traditional Ukrainian art, religious items, books, game sets (most commonly chess) as well as jewelry for sale.

Kyiv was the historic cultural centre of the East Slavic civilization and a major cradle for the Christianization for Rus', Kyiv retained through centuries its cultural importance and even at times of relative **decay**, it remained the centre of the Eastern Orthodox Christianity of the primary importance. Its **sacred** sites, which include *the Kyiv Pechersk Lavra (the Monastery of the Caves)* and *the Saint Sophia Cathedral* are probably the most famous, attracted **pilgrims** for centuries and now recognized as a UNESCO World Heritage Site remain the primary religious centres as well as the major tourist attraction. The above mentioned sites are also part of the Seven Wonders of Ukraine collection.

An important part of Kyiv's culture is the many theatres in the city, which include: Kyiv Opera House, Ivan Franko National Academic Drama Theatre, Lesya Ukrainka National Academic Theater of Russian Drama, the Kyiv Puppet Theater, October Palace, National Philharmonic of Ukraine and many others. Other significant cultural centres include the Dovzhenko Film Studios, and the Kyiv Circus. The most important of the city's many museums are the Kyiv State Historical Museum, Museum of the Great Patriotic War, the National Art Museum,

the Museum of Western and Oriental Art, the Pinchuk Art Centre and the National Museum of Russian art.

(From Wikipedia, the free encyclopedia)

Vocabulary Notes

accessible – adj 1) easy to reach, find, or use (легкодоступний, досяжний).
E.g. The park is not accessible by road. I mean a wide range of information that is easily accessible.

2) easy to understand and enjoy (доступний).

accessible to

E.g. He makes a difficult subject accessible to the ordinary reader.

outskirts – n 1) the outskirts the parts of a city or town that are furthest from the centre (околиці, передмістя).

on the outskirts (of something)

E.g. They have an apartment on the outskirts of Geneva.

to house – v [trans.] 1) to provide someone with a place to live (надавати житло, забезпечувати житлом). *E.g.* a program to house the homeless.

2) if a building houses something, it is kept there (давати притулок). *E.g.* The new building will house the art collection.

recreation – n [count., uncount.] something you do for pleasure or fun (відпочинок, розвага).

E.g. outdoor recreation, recreation facilities

2) a break (between lessons).

recreational adj

to experience – v [trans.] if you experience something, it happens to you (знати з досвіду, переносити, випробувати, переживати, зазнавати).

E.g. experience problems/difficulties etc. We're experiencing a few problems with our website. It has to be experienced to be understood.

downtown –adj, adv *especially American English* to or in the centre or main business area of a city [\neq uptown] (ділова частина міста).

E.g. an office in downtown; New York downtown offices/hotels; Do you want to go downtown?

to sprawl – v [intrans., trans.] 1) if you sprawl or are sprawled somewhere, you lie or sit with your arms and legs stretched out (розсістися, розтягтися, розвалитися).

sprawl on/in etc

E.g. Ian was sprawled on the sofa.

2) if a building or town sprawls, it spreads out over a wide area (розкидатися, простягтися, розлягатися).

sprawl n [singular, uncount.] *E.g.* miles and miles of urban sprawl.

to herald – v [trans.] 1) to be a sign that something is going to happen soon (повідомляти, оповіщати, віщувати).

E.g. flowers heralding the start of spring

2) to publicly praise someone or something (проголошувати, провіщати).

E.g. The event was heralded as a great success.

classy – adj *informal* expensive and fashionable (першокласний, шикарний).

E.g. a classy restaurant; a classy performance.

to profit – v [intrans., trans.] to get something good or useful from a situation (давати користь, бути корисним, мати користь, одержувати користь /прибуток/).

profit by/from

E.g. Wealthy people will profit from the new tax laws.

vendor /also **vender**/ – n [count.] someone who sells something, especially on the street (продавець, торговець).

E.g. street vendors

decay – n [count.] 1) the destruction or decomposition of organic matter as a result of bacterial or fungal action; rotted matter (гниття, розкладання, в'янення).

2) *Physics* radioactive decay (розпад).

3) a gradual deterioration to an inferior state (псування, занепад).

E.g. tooth decay; family decay.

4) a falling into ruin (руйнування).

E.g. city decay.

sacred – adj 1) relating to a god or religion, and believed to be holy (духовний, релігійний, священний).

sacred to

E.g. The site is sacred to Muslims.

2) very important (важливий, дорогий).

E.g. Human life is sacred.

3) *sacred cow* something that is very important to some people, and which they will not change or allow anyone to criticize (священний, недоторканий).

pilgrim – n [count.] someone who travels to a holy place for a religious reason (пілігрим, прочанин, паломник).

E.g. Every year thousands of pilgrims visit Jerusalem.

EXERCISES

I. Read the text and find the equivalents to the following expressions:

1. відносно незайманий, недоторканий;
2. проведення вільного часу;
3. вечірка під відкритим небом;
4. вести торгівлю;
5. унікальне поєднання;
6. музей під відкритим небом;
7. сільська архітектура;
8. найважливіше значення;
9. приваблювати паломників;
10. важливий культурний центр.

II. Fill in the words from the list, then make up sentences using the completed phrases:

outskirts, historic, recreation, decay, sacred, accessible, classy, pilgrim, historical, cultural

26. moral _____;
27. _____ oath;
28. a _____ nightclub;
29. _____ people;
30. _____ area;
31. _____ border;
32. _____ journey;
33. _____ battlefields;
34. _____ heritage;
35. _____ novels.

III. Fill in the correct word from the list below:

vendor, house, accessible, recreation, classy, pilgrim, sprawl, profit, decay, herald

1. The spa boasts some very _____ clients.
2. We're thinking of making a deal with that other software _____.
3. The technology _____ a new age of space exploration.
4. The bushes _____ along the road.
5. The mall is _____ from the highway.
6. The museum _____ an impressive collection of jewels.
7. He decided to take a bike tour of the island for _____ and relaxation.
8. Thousands of Muslim _____ travelled to Mecca.
9. It would _____ him to take some computer classes.
10. The city's neighbourhoods are in slow _____.

IV. Fill in the correct prepositions:

- 1) _____ one end _____ the other;
- 2) _____ the outskirts _____ the town;
- 3) to be notable _____ sth;
- 4) to be accessible _____ sth;
- 5) to draw _____ sth/sb;
- 6) to be devoted _____ sth;
- 7) _____ the turn _____ the millennium;
- 8) to profit _____ sth.

V. Translate into English:

Визначні пам'ятки Києва.

Україна має давню історію і багату культуру. Саме тому тут є багато цікавих місць. Цілком природно, що столиця країни, Київ, має найбільше

число з них. Це одне з найстаріших міст Європи. З давніх часів Київ був центром слов'янської культури. В ньому є багато стародавніх соборів і церков, музеїв і пам'ятників, найкрасивіших вулиць і площ.

Головна вулиця Києва – Хрещатик. Якщо ви ніколи не були в Києві, ви повинні почати огляд визначних пам'яток звідси. Вулиця простягається на один кілометр завдовжки, але, зрештою, дуже вражає своєю красою та величністю.

Київ славиться Києво-Печерською Лаврою. Понад 80 будівель були побудовані на її території протягом 900 років існування монастиря.

Туристи завжди відвідують пам'ятник Богдану Хмельницькому, видатному українському державному діячу і полководцю.

Є багато інших цікавих місць в Києві. Одним з них є Державний Історичний музей України. На виставці є понад 50 000 експонатів. Експозиція розповідає про історію України та її культуру з найдавніших часів до наших днів.

Золоті ворота, Андріївська церква, пам'ятники князю Володимирі та Тарасу Шевченку також варто відвідати. Київський Театр Опери та Балету імені Шевченка, Київський драматичний театр імені Івана Франка добре відомі по всій країні.

Будь-яке місто цікаве по-своєму і, відвідавши його, ми починаємо любимо нашу країну ще більше.

VI. Translate the following article into Ukrainian:

Ukraine has a great potential for becoming one of Europe's most popular travel destinations for millions of foreign tourists. There are certain problems which must be solved such as those relating to moderate crime rates and the Ukraine's infrastructure. The Ukrainian government has been making some important steps directed on attracting more overseas tourists to the country, including a recent decision to abolish the requirement of the citizens of many European countries to only be able to enter Ukraine with visas and one more recent campaign initiated by deputy of the Parliament of Ukraine, Mykola Tomenko in May 2007 to officially establish the "Seven Wonders of Ukraine."

The Ukrainian government commissioned an expert council of culturologists, historians and tourist specialists to choose 21 possible candidates from a list of 1,000 possible candidates for seven of Ukraine's historical and cultural monuments most worthy of such a title, after which the Seven Wonders of Ukraine contest was held in July, 2007 when nearly 80 thousand internet users participated in the event which resulted in the official decision to name Sofiyivsky Park, Kyiv Pechersk Lavra, the Kamianets-Podilskyi Historical Complex, Khortytsia, Chersonesos, Saint Sophia Cathedral and Khotyn Fortress as the "Seven Wonders of Ukraine."

VII. Read the text again, make and talk about:

- **Is Kyiv similar to or different from other capitals?**

- What could a tourist see in Kyiv today?
- What makes Kyiv life interesting and pleasant?

III. GRAMMAR

The predicative constructions with the Gerund .

Like all the verbals the gerund can form predicative constructions i.e. constructions in which the verbal element expressed by the gerund is in the predicate relation to the nominal element expressed by a noun or pronoun. The nominal element of the construction can be expressed in different ways.

1. If it denotes a living being it may be expressed:

– by a noun in the possessive case or by a possessive pronoun.

e.g. His further consideration of the point was prevented by **Richard's coming back** to us in an excited state.

Do you mind **my smoking**.

– by a noun in the common case

e.g. I remember **my brother-in-law going** for a short sea trip once for the benefit of his health.

Note: In Modern English there is a tendency to express the nominal element of the construction by a personal pronoun in the objective case.

e.g. You must forgive me coming at such an hour.

2) If it denotes a lifeless thing it may be expressed by a noun in the common case or by a possessive pronoun.

e.g. He said something about **his clock being** slow.

She spoke of my room and of **its being** ready for me.

3) The nominal element of the construction can also be expressed by a pronoun which has no case distinctions, such as *all, this, that, both, each, something*.

e.g. He was conscious of **something deep and private stirring** within himself.

Note: Some grammarians recognize the existence of two separate constructions. The first is the gerundial construction (whose nominal element is expressed by a noun in the possessive case or by a possessive pronoun) and a construction with **half-gerund** (a construction whose nominal element is expressed by a noun in the common case, a pronoun in the objective case, or a pronoun which has no case distinctions).

Gerundial constructions may have functions of a complex subject, predicative, object, attribute or adverbial modifier.

e.g. **Jim's coming** to that village was a blessing.

How did you get out **without his seeing** you?

A gerundial construction used as subject is often introduced by an anticipatory *it*:

e.g. **It** is not worth **your going** there today. **It's** not much good **my coming**, is it? **It** was not of the least use **my trying** to look wise. **It's** no use **crying**.

The gerund of such verbs as *to be*, *to get*, *to become*, *to remind*, *etc.* as a part of the gerundial construction is often used with the force of a link-verb and is followed by a predicative:

e.g. Just before dinner he was told **of his not being well**.
You'll excuse **my being busy**.

Exercises:

I. Change the sentences so as to use the Predicative Construction with the Gerund:

Model: 1. I don't like the idea of being caught in the rain. – I don't like the idea of my little nephew being caught in the rain. 2. Everything depends on getting there in time. – Everything depends on your getting there in time. 3. I'm against writing this review. – I'm against Jack's writing this review.

1. They objected to buying an expensive thing as a present. 2. I see no reason for losing temper. 3. He never dreams of entering this institute. 4. We rely on being informed about the flight. 5. She never minded keeping late hours. 6. I see no chance of visiting England. 7. He is proud of being a top student. 8. What makes me angry is changing the time-table so often. 9. Cutting lectures always deserves scolding. 10. I fail to see the point of raising the question now. 11. We didn't mind waiting a little. 12. I'll take the opportunity of being here to ask you some questions. 13. He succeeded only through making the right contacts from the very beginning. 14. He began to grow fast only after coming to live with us. 15. It's no good trying to make her change her mind.

II. Paraphrase the sentences using the Predicative Construction with the Gerund:

Model 1: My mother insists that I should give up smoking. – My mother insists on my (me) giving up smoking.

Model 2: He insists that his mother should be taken to the hospital. – He insists on his mother's (mother) being taken to the hospital.

1. Her father insisted that she should take up medicine. 2. He insisted that we should join him. 3. He insisted that the boy should be punished. 4. My wife insists that we should go to Italy. 5. She insists that she should be given responsibility.

6. Why do you insist that he should give up sports? 7. He insists that she should be invited. 8. My mother insisted that I should get married. 9. The doctor insisted that they should follow his instructions. 10. Tom insisted that his daughter should have a rest.

III. Transform the following sentences using the Predicative Construction with the Gerund. Use prepositions where necessary:

Model: Everyone was surprised that she was there. – Everyone was surprised at her being there.

1. I boasted that my father was different; he would understand that I was an artist. 2. She took a peculiar delight in the fact that he was Peter's son. 3. He felt proud of the fact that he had been able to win a woman whom everybody admired. 4. She gave no sign that she heard that he had slammed the door. 5. He was clever, no one had ever denied that he was clever. 6. Presently I became aware that someone was moving softly about his room. 7. I was about to suggest that you should lunch with me. 8. For my part I have never before suspected that Kate had a deep vein of superstition in her nature. 9. I cut short his lamentations by suggesting that we should start for the camp. 10. I like you so much because you are such a cook.

IV. Complete the following sentences using the elements in brackets to form Predicative Construction with the Gerund.

1. I hated to think (she, to be) alone there. 2. The sound I heard was if the sound (a child, to cry). 3. I couldn't stop (she, to come) here. 4. I hope you don't object to (I, to accompany) you as far as the door. 5. She knew that she had done the sensible thing, but that didn't prevent (she, to feel) that her heart was being torn in small pieces. 6. No one would dream of (he, to be) so near at hand. 7. Slipping into the room like a ghost, she crept into her grandmother's bed, and finished (she, to cry) until she fell asleep. 8. She had been looking forward so intensely to (Tim's, to come), it seemed strange that she should wait all by herself while the rest of us were having a jolly breakfast. 9. They might, she always felt, disapprove of (women, to smoke) in public halls. 10. I did ask her why she could not sleep and what kept (she, to think) so much as she listened to the nightingale.

V. Use the proper form of the Gerund as the second part of the Predicative Construction instead of the Infinitive in brackets.

1. I'm partly to blame for you (to miss) the train. 2. I had reached this point in my meditations, when I was aroused by the sound of the door (to open). 3. Ann did not mind her (to come) to see the baby, but she would not let her help with it. 4. They told me all about his (to be) there, and the question he had asked. 5. I must beg, that in the case of my (to be) able to contribute something to the solution of the mystery, my name may not be mentioned. 6. I'm tired of people (to have) to be kind to me. 7. I'm eight years older than you are. – Oh! I don't mind Mr. Puerto (to

know) that. 8. She could hear the sound of water (to suck) into dry soil. 9. There was a chance of Bart (to come). 10. He declared that his stepfather would not hear of his (to marry) a penniless girl.

VI. Translate into English using the Predicative Construction with the Gerund.

1. Я не можу вибачити їй, що вона не відповіла на моє запрошення. 2. Ми не були проти того, що він показував вам свої записи. 3. Я наполягаю на тому, щоб діти йшли додому. 4. Вона заздрила йому в тому, що він отримує гарну платню. 5. Режисер був проти того, щоб вона грала головну роль. 6. Мені було приємно, що мій друг дав мені старовинні монети. 7. Марно розмовляти з нею зараз. 8. Чи варто це робити? 9. Сльози тобі не допоможуть. 10. Розмовами справі не зарадиш. 11. Ви не проти того, щоб я палив тут? 12. Наші ворота справді треба відремонтувати. 13. Я не можу терпіти, коли ти сперечаєшся і заперечуєш. 14. Він пішов так, що ми не помітили його. 15. Я пам'ятаю, що він брав участь у змаганнях із легкої атлетики.

VII. Put the verb into the correct form (the Gerund or the Infinitive).

A. 1. When I was a child, I used to ... (go) swimming every day. 2. It took me a long time to get used to ... (wear) glasses. 3. There used to ... (be) a cinema on this corner but it was knocked down. 4. I'm the boss. I'm not used to ... (be) told what to do. 5. You'll have to get used to ... (eat) less if you want to do. 6. I used to ... (like) Ann but now she gets on my nerves. 7. Ron got tired very quickly. He wasn't used to ... (run) so fast. 8. Tom used to ... (drink) a lot of coffee when he was a student. 9. It won't take long to get used to ... (work) with your new computer. 10. My parents used to ... (live) in London, but now they live in Bristol.

B. 1. I'll try ... (come) to the meeting, but I'm not sure if I'll be able to. 2. If you get hiccups, you should try ... (drink) a glass of water. If it doesn't work, try ... (hold) your breath. 3. You can borrow my camera, but please try ... (be) careful with it. 4. "This soup doesn't taste so good." "Try ... (put) in some salt". 5. We tried ... (put) the fire out but we were unsuccessful. 6. Sue needed some money. She tried ... (ask) Gerry but he couldn't help her. 7. He tried ... (reach) the shelf but he wasn't tall enough. 8. "I need to borrow some money." – "Why don't you try ... (ask) your parents to lend you some."

C. 1. Do you mind ... (travel) such a long way to work every day? 2. Ann loves ... (cook) but she hates ... (wash) up. 3. I can't stand people ... (tell) me what to do. 4. I don't like this house. I would hate ... (live) there. 5. Do you like ... (drive)? 6. When I have to catch a train, I'm always worried about missing it. So I like ... (get) to the station in plenty of time. 7. I very much enjoy ... (listen) to classical music. 8. I would love ... (come) to your wedding but it just isn't possible.

D. 1. Please remember ... (post) this letter. 2. You lent me some money a few months ago. – Did I? I don't remember ... (lend) you any money. 3. When you see Tom, remember ... (give) him my regards, won't you? 4. Someone must have taken my bag. I clearly remember ... (leave) it by the window. 5. "Did you

remember ... (phone) Ann?" – Oh, no, I completely forgot. 6. I remembered ... (lock) the door before I left I forgot to shut the windows. 7. I clearly remember ... (lock) the door before I left. 8. He could remember ... (drive) along the road just before the accident.

WRITING

Describe your favourite place in Kyiv.

MODULE 4

UNIT 8

TRAVELLING

TEXT

Bright prospects for tourism in Europe

Speaking at the European Tourism Forum in Malta today, Commission Vice President Antonio Tajani presented a plan to successfully implement Europe's **tourism** strategy as recently **outlined** by the Commission (IP/10/858) and **endorsed** by the Council. He also welcomed recent data on the impressive recovery of Europe's tourism industry as a sign of Europe's overall economic recovery. The theme of the forum, 'Strengthening Europe's Role as the Leading Tourism Destination', reflects the same optimism. To maintain growth, the development of **sustainable**, responsible and high quality tourism must be encouraged across Europe. Exciting new opportunities must be **seized** if Europe is to keep its position as the world's leading tourist destination.

Tourism is estimated to generate over 5% of the EU's GDP and provide jobs for around 10 million people. To continue its growth, Europe's tourism industry must look to the promising emerging markets of the BRIC countries, with China as a prominent example. Although in absolute terms North America is still by far the largest market in terms of **incoming** tourists to Europe, followed by Japan and Russia, China has the greatest potential, with a population of just over 1.3 billion and a growth rate of tourism expenditure concerning **outbound** tourism of 21% (UNWTO 2009). To seize the opportunities of new markets and strengthen its leading position, Europe as a destination must prove that it can combine high quality with sustainability.

The latest figures from Eurostat regarding international arrivals in 2010 indicate that the recovery of the tourism sector is **underway**, despite having faced problems such as the eruption of the Icelandic volcano. A comparison of the first six months of 2009 and 2010 demonstrate an increase in arrivals of 9% from North America, 8% from Japan, 18% from Russian Federation, 19% from China and an impressive 46% from Brazil. Furthermore, occupancy rates in Europe are up 5.4% in the third quarter of this year and industry figures have improved in every sub-region.

Among the topics discussed at this year's European Tourism Forum (18-19 November) was the added value of a "Brand Europe" **to complement** regional and national promotional activities, strengthen Europe's image abroad and encourage cooperation between Member States (such as cultural routes IP/10/1177) in the field of tourism. A **ministerial** debate focused on how to best implement the set of actions proposed by the Commission in its Communication of 30 June this year on "Europe, the world's No 1 tourist destination" (IP/10/858) in four priority areas:

- stimulating competitiveness in the European tourism sector;
- promoting the development of sustainable, responsible and high-quality tourism;
- consolidating the image of Europe as home to sustainable and high-quality destinations;
- maximizing the potential of EU policies and financial instruments for the development of tourism.

The Lisbon Treaty that entered into force in December 2009 gave the EU new powers in the area of tourism, saying that "the Union shall complement the action of the member states in the tourism sector, in particular by promoting the competitiveness of Union undertakings in that sector" (Article 195).

(European Commission Tourism Website)

Vocabulary Notes

A. BRIC countries – the BRIC countries are made up of Brazil, Russia, India and China. The BRIC are the fastest growing and largest emerging markets economies. They account for almost three billion people, or just under half of the total population of the world. In recent times, the BRIC have also contributed to the majority of world GDP growth.

Eurostat – is a Directorate-General of the European Commission located in Luxembourg. Its main responsibilities are to provide the European Union with statistical information at European level and to promote the harmonisation of statistical methods across the Member States of the European Union, candidate countries and EFTA countries (The European Free Trade Association (EFTA); a free trade organisation between four European countries that operates parallel to, and is linked to, the European Union). The organisations in the different countries actively cooperate with Eurostat are summarised under the concept of the European Statistical System.

B. tourism – *n* the business of providing people who are on holiday with places to stay, things to do etc (туризм).

E.g. The island depends on tourism for most of its income. Morocco is still unspoilt by mass tourism (=large numbers of tourists).

to outline – *v* [trans.] to describe the main ideas or facts about something (намітити план).

E.g. a speech outlining his work in refugee camps.

to endorse – *v* [trans.] to express support or approval of someone or something (підтримувати).

E.g. The president did not endorse the views of his deputy.

sustainable – *adj* able to continue, especially without destroying the environment (сталий).

E.g. sustainable rural development.

to seize – *v* [trans.] 1) to take something in your hand suddenly and roughly (схопити).

E.g. He suddenly seized the gun from her.

2) if someone seizes power or control, they take it, using force (захопити).

E.g. The rebels have seized power.

3) if the police or government officers seize illegal things such as drugs or guns, they take them away (вилучити).

E.g. Police seized 10 kilos of cocaine.

seize on/upon something

to suddenly become interested in an idea, what someone says etc (ставати помітним). *E.g.* His remarks were seized on by the press.

seize up

a) if a machine seizes up, it stops working, for example because of lack of oil.

b) if part of your body seizes up, you cannot move it and it is very painful.

incoming – *adj* 1) arriving at or coming to a place (вхідний).

E.g. incoming flights; incoming phone calls

2) an incoming president, government etc has just been elected or chosen.

outbound tourism – the tourism of resident visitors outside the economic territory of the country of reference.

underway – *adj* if something is underway, it is being done or happening (здійснюваний, в дії).

E.g. The game was already well underway.

to complement – *v* [trans.] to make a good combination with something else (пасувати, підходити, додавати).

E.g. The curtains complement the carpet.

ministerial – *adj* 1) relating to, or characteristic of a minister of religion or of the ministry (міністерський). *E.g.* ministerial decisions

2) relating to administrative and executive duties and functions of government.

3) *Law* relating to, or being a mandatory act or duty admitting of no personal discretion or judgment in its performance.

4) Acting or serving as an agent; instrumental.

EXERCISES

I. Read the text and find the equivalents to the following expressions:

- 1) запропонувати план;
- 2) останні дані;
- 3) вражаючий підйом ;
- 4) забезпечити роботою;
- 5) перспективний ринок, що розвивається;
- 6) витрати на туризм;
- 7) провідні позиції;
- 8) зіткнулися із проблемою;
- 9) реалізувати найкращим чином;
- 10) пріоритетна галузь.

II. Fill in the words from the list, then make up sentences using the completed phrases:

economic, high, successfully, volcano, promotional, emerging, data, financial, priority, tourist

- 1) recent _____;
- 2) _____ implement;
- 3) _____ destination;
- 4) _____ quality;
- 5) _____ market;
- 1) _____ recovery;
- 2) _____ eruption;
- 3) _____ activities;
- 4) _____ areas;
- 5) _____ instruments.

III. Fill in the correct word from the list below:

tourism, ministerial, underway, incoming, sustainable, endorse, outline, seize, outbound, complement

1. The proposals _____ the incentives already available.
2. _____ is a major business in Bermuda.
3. He was a back-bencher who had never held _____ office.
4. Preparations for the trial are _____ .
5. All _____ phone calls are monitored for quality control.
6. The airline has cancelled all _____ flights.
7. A line of argument is probably not _____ in a public forum against skilled debaters.
8. We do not _____ their position.
9. The book _____ the major events of the country's history.
10. The army has _____ control of the city.

IV. Fill in the correct prepositions:

- 1) speaking _____ sth; 2) to be outlined _____ sth; 3) to be endorsed _____ sth; 4) to be focused _____ sth; 5) to enter _____ force.

V. Translate into English:

Туризм.

Туризм – це економічна діяльність, пов'язана з усіма типами подорожей далеко від дому, для бізнесу, задоволення або з інших причин. Туризм, безсумнівно, найбільша індустрія в світі, що відкриває безліч країн на нашій планеті. Ця галузь надає багато можливостей, але й приховує безліч ризиків. Сьогодні індустрія туризму швидко зростає. У 1993 році було лише 3.000.000 іноземних туристів, у 2003 році ця цифра зросла до близько 5.000.000.

Зростанню туризму сприяє підвищення рівня добробуту в ряді країн, збільшення числа туристів і прогрес технологій. Більшість міжнародних відвідувачів приїждять із багатих розвинених країн, таких як США, Великобританія і Японія, адже їх громадяни можуть дозволити собі гроші на потяжку.

Сьогодні подорож це вже не розкіш, а досить популярне хобі. Технологічний прогрес робить подорожі набагато простішими. Наприклад, раніше Вам знадобилося три дні, щоб подорожувати залізницею з Гонконгу до Пекіна. Але тепер, якщо ви оберете літак, це займе всього три години. Інші технології, такі як Інтернет, також допомагають індустрії туризму. Люди швидко отримують інформацію, бронюють квитки або готелі он-лайн.

Основними ризиками туризму є тероризм, небезпечні захворювання, економічний спад. Наприклад, у 1997-1998 рр. багато людей втратили свої робочі місця і мали більш низький дохід. Люди втратили свою зацікавленість у подорожах. Число прибуваючих іноземних туристів скоротилося з 4.000.000. до 3.600.000. Після терористичних атак 11 вересня 2001 року, кількість туристів у США також різко скоротилася. Згідно з інформацією, опублікованою Всесвітньою туристською організацією (ВТО), у 2001 році міжнародний туризм зменшився на 1,3%. Майбутнє цієї галузі важко передбачити. Існує багато сюрпризів, незалежно від того, добре це чи погано. І що ж чекає на цю найбільшу в світі промисловість?

VI. Translate the following article into Ukrainian:

Policies for a better life

Leading the fight against climate change, building an ambitious space policy, ensuring security of energy supply: these are a few examples of what the EU is now able to do thanks to the Treaty of Lisbon.

The European Union's wide ranging activities affect our everyday lives, but the challenges facing Europe today are complex and diverse. The treaty will help Europe to continue moving forward in this world of increased competition and changing demographics. This will pay dividends, not only in the area of growth and competition, but also in aspects of our social care. Now all EU policies will have to factor in boosting employment, adequate social protection and the fight against social exclusion.

Tourism

The Treaty of Lisbon creates a new legal basis entirely devoted to tourism, which should reinforce the EU as the foremost tourist destination of the world.

Tourism is a key sector of the European economy. It comprises a wide variety of products and destinations and involves many different stakeholders, both public and private, with areas of competence very decentralised, often at regional and local levels.

The EU tourism industry generates more than 5% of the EU GDP, with about 1,8 million enterprises employing around 5,2% of the total labour force

(approximately 9,7 million jobs). When related sectors are taken into account, the estimated contribution of tourism to GDP creation is much higher: tourism indirectly generates more than 10% of the European Union's GDP and provides about 12% of the labour force.

The Lisbon Treaty acknowledges the importance of tourism outlining a specific competence for the European Union in this field and allowing for decisions to be taken by qualified majority. A specific article on tourism specifies that “the Union shall complement the action of the Member States in the tourism sector, in particular by promoting the competitiveness of Union undertakings in that sector”.

VII. What is your opinion on the following statements?

1. Tourism is the waste of everybody's time.
2. It's impossible to educate people to be good tourists.
3. It would be much better if people stayed at home instead of travelling around and polluting the world.
4. Visiting historical places and viewing great works of art makes us better people.
5. It's advisable to find something out about the history of the place you are going to visit.
6. I would rather watch travel programs on TV than travel myself.
7. Camping is the cheapest way of spending your holidays.
8. The best way to travel is on foot.
9. “Wild tourism” should be band.
10. Rest is rust.

VIII. Read the article again and talk about:

- **Is tourism industry in our country similar to or different from such industries all over the world?**
- **What could attract tourists in Ukraine/Volyn/your region/town today?**
- **What makes tourism industry promising and profitable?**

II. TOPIC

Travelling – a new world religion

Mr. and Mrs. Brown: “For our family camping is the purest form of recreation and the best source of enjoyment. For our big family of six it is out of the question to spend our holidays in hotels as it is far beyond our means. By camping we solve one of our financial problems. But besides that there are other advantages: we use our own car to travel and for Mr. Brown it is an idea of a perfect holiday. Cooking on the open fire is not a chore but a real pleasure for Mr. Brown. Pitching tents, blowing up the air bags, unpacking cooking utensils and provision in a record time is an enjoyable challenge for our boys and girls. Fetching water and collecting brushwood for the camp fire is usually turned into a

game or a competition and we are never bored as there are always so many things to do in the woods and at the river. Fishing and mushrooming are only two of the hobbies that we enjoy while we are camping.”

Sheldrake, an expert on tourism: “I always hated holidays, even as a kid. Such a waste of time, sitting on the beach, making sandpies, when you could be at home, doing some interesting hobby. Then when I got engaged, we were both students at the time, my fiancée insisted on dragging me off to Europe to see the sights: Paris, Venice, Florence, the usual things. Bored the pants off me, till one day, sitting on a lump of rock beside the Parthenon, watching the tourists milling about, clicking their cameras, talking to each other in different languages, it suddenly struck me: tourism is the new world religion. Catholics, Protestants, Hindus, Muslims, Buddhists, atheists – the only thing they have in common is they all believe in the importance of seeing Parthenon. Or the Sistine Chapel, or the Eiffel Tower.”

Sally, an English teacher: “For me the world is a classroom. When I travel I can learn so much. A visit to an aquarium can introduce me and my students to a great variety of fish and other water animals, while a walk through a garden will help us to discover interesting and unusual plants. Hike in a national park and you will become acquainted with even more plants, trees and wildlife. Somewhere during a holiday, you will most likely notice a monument, perhaps a building or a statue cut of stone or marble honouring a person or event. Go into a museum and you will see important works in the area of art, history or science. In some countries you can tour palaces and castles where rulers or other important people live or used to live. In some places they may be completely destroyed and you can walk around the picturesque ruins and dream about the people who lived there and the historic events that happened there.”

Jeremy Freeman, a Green Party member: “The footpaths in the Lake District have become trenches. The frescoes in the Sistine Chapel are being damaged by the breath and body heat of spectators. A hundred and eight people enter Notre Dame every minute: their feet are eroding the floor and the buses that bring them there are rotting the stonework with exhaust fumes. Pollution from cars queuing to get into Alpine resorts is killing the trees and causing landslides. The Mediterranean is like a toilet without a chain: you have a one-in-six chance of getting an infection if you swim in it. In 1987 they had to close Venice one day because it was too full. In 1963 forty-four people went down to Colorado River on a raft, now there are a thousands trips a day. In 1993 a million people travelled abroad, last year it was 400 million. By the year 2000 there could be 650 million international travelers and five times as many people travelling in their own countries.

TOPICAL VOCABULARY

Useful Vocabulary



(aero)plane(s)



(bi)cycle(s)



boat(s)



bus(es)



car(s)



helicopter(s)



lorry(lorries)



moped(s)



(motor)bike(s)



ship(s)



submarine(s) /
sub(s)



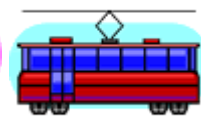
tanker(s)



taxi(s)



train(s)



tram(s)



tube train(s) / underground
train(s)



van(s)



yacht(s)

A: Travelling by Train

• Types of Trains	• Types of Cars / Compartments / Coach / Carriages
fast train – швидкий потяг; night train – нічний потяг; express (train) – кур'єрський потяг, експрес; special train – потяг спеціального призначення; electric train – електричка; mail train – поштовий вагон; through train – прямий потяг; slow train – потяг із малою швидкістю; long-distance train – міжміський потяг; irregular (emergency train) – нерегулярний потяг; local (suburban) train – приміський потяг;	Pullman car (corridor car / car with reserved seats / open car (with no walls) / economy-class sleeper) – плацкартний вагон; day coach – із сидячими місцями (загальний вагон); sleeping car (= sleeper; compartment car / second-class sleeper) – купейний вагон; passenger car – пасажирський вагон; dining / restaurant car / buffet car – вагон-ресторан; first-class sleeper – міжнародний вагон; smoking carriage / smoker (nonsmoker) – вагон для курящих (некурящих)

freight (goods) train – товарний потяг;	luggage van / baggage car – багажний вагон; goods van / wagon / freight car – товарний вагон; mail van / car – поштовий вагон;
• People who work with it	• Inside the Car
commuter – людина, яка постійно користується електричками; station-master – черговий по станції; attendant / guard / conductor – провідник; ticket inspector – контролер; passenger – пасажир; fellow traveller – попутник.	reclining seat – відкидне крісло; fold-away table – складний столик; row of double/single seats – ряд подвійний/одинарних місць; an aisle seat – місце в проході; a window seat – місце біля вікна; berth (lower/upper berth) / shelf – поличка (нижня/верхня поличка); toilet/lavatory/WC – туалет; linen, sheet – білизна; bedding – постільна білизна;
• At the Railway Station	• On One's Way
platform – платформа; railway line – рельса; to get into the compartment – увійти в купе; terminus / terminal – кінцева станція; stop, station – зупинка; request stop – зупинка на вимогу; track – колія; sleepers – шпали; ticket barrier to get on the train to get off the train waiting room – зал очікування; baggage room – камера зхову.	late arrival, delay – запізнення; in / on time – без запізнення; an hour late – із запізненням на годину; three days journey (from) on the way on the way back head (for), make (for) bon voyage!, happy journey! train journey train to Moscow – потяг до Москви; departure / arrival (on one's arrival) – від'їзд / прибуття.
• Tickets / Cards	
ticket office – каса; return ticket – зворотній білет; return / round-trip ticket – білет в два кінці; single ticket / one-way ticket – білет в один кінець; train fare – плата за проїзд у потязі; railcard / travelcard – проїздний; pay (in) cash – платити готівкою; change; deal; delivery; renting out – здача; without change – без здачі; give / get change – отримати здачу.	

Useful Phrases (making enquiries)

Questions about trains / buses

Could you tell me the time of the next train / bus to Cardiff, please?

Is it an express train / bus, or do I have to change trains / buses?
Is there a buffet car?
What platform / stop does it leave from?
What time does it depart?
What time does it arrive?
How long is the journey?

Buying a train ticket

- I'd like a ticket to London, please.
- Single or return?
- Return. How much is the fare?
- That's £150.00 peak time, or if you travel off-peak between 10 am and 3 pm it's only £65.00.
- I'll travel off-peak then thanks. Can I reserve a seat?
- Yes, but it's an extra £5.00.

EXERCISES

I. Fill in the missing words and prepositions:

1. What train are you going _____? 2. It's a non-stop train _____ Bournemouth. 3. I'm _____ Yakutsk _____ the midnight train. 4. I'll meet you _____ the booking office. 5. Most of the passengers got _____ train _____ Tula. 6. The train began to slow _____ and finally stopped. 7. At last the Moscow train came _____. 8. He is going _____ a journey _____ the Crimea. 9. I bought a magazine _____ the bookstall to read _____ the train. 10. Does the 5.20 still run _____ Tallinn _____ odd days? 11. He lowered the window and waved his hand _____ a porter. 12. We were only just _____ time _____ a train. 13. How do you like to sit, facing the engine or _____ your back _____ it? 14. He was going _____ Rostov _____ very important business. 15. We were walking _____ and _____ the platform.

II. Translate into English:

1. Де я можу придбати квиток до Мінська? – Каса ось там. – Доведеться стати в чергу. 2. Підкажіть, будь-ласка, де каса номер шість. 3. Чи є квитки на приміський потяг о третій годині? – Так, ще залишилося три квитки. 4. Скільки коштує дитячий квиток? – Половину вартості дорослого квитка. – Дайте мені два повних та один дитячий квиток. 5. (До носильника): Ви вільні? – Віднесіть мій багаж до потягу. 6. О котрій відходить наступний потяг? – Він як раз відходить. 7. Вже давно час сідати у вагон? Усі поспішають зайняти вільні місця. 8. Чи не змогли б ви помінятися зі мною місцями? – Я не виношу подорожувати на верхній полиці. 9. Я буду чекати тебе о восьмій біля камери схову. 10. Де провідник? – Приготуйте ваші квитки, а я принесу постіль.

III. Match the words with their definitions:

1: <i>a single ticket</i>	A: A ticket which allows you to travel any number of times during the stated period
2: <i>a return ticket</i>	B: Money that you are asked to pay
3: <i>a season ticket</i>	C: A ticket which allows you to travel to a place but not back again
4: <i>a through train</i>	D: A ticket which allows you to travel to a place and back again
5: <i>charge</i>	E: A train going from one place direct to another when passengers do not have to change from one train to another

IV. Rearrange the paragraphs in the correct order and fill in the gaps with the words from the list below. Translate into English:

however (2), first, therefore, finally, also, as, nonetheless, meanwhile, by the time

Take the Train?

1 I took the bus downtown to the train station, bought a ticket for Santa Maria, just 100 miles away, and went out on the platform to wait for the 9:02. That's when the train trip from hell began. Everything that could go wrong did go wrong.

2 (a)_____, the train was an hour late. (b)_____, we were at the height of the tourist season, so when it finally did arrive, there seemed to be at least a million people waiting to board it. The quick rushed on, mercilessly elbowing the slow out of their way. I (c)_____ managed to board and tried to find a seat. There wasn't one, though; I had to stand with five other people in the space between two cars. I was right next to the men's restroom, which did not exactly smell like a flower garden. In fact, to say that it smelled like a garbage dump would have been too charitable.

3 (d) _____ I was entering the dining car, a violent lurch of the train threw me to the left, causing me to lose my balance and land in the lap of a portly woman drinking coffee, which spilled on both of us. I apologized profusely. My apology, however, was apparently not convincing, for the woman just stared at me. I got up and went to order tea and a sandwich, which cost me \$8.95, from an impolite attendant. The tea was lukewarm and virtually flavourless, and the sandwich tasted like a combination of sawdust and cardboard. I wended my way back to my

starting place, but there still wasn't a vacant seat. I was forced to spend the next hour and a half listening to the same man tell his life history all over again.

4 For half an hour or so the train just set on the track, not moving. A man standing next to me with extremely bad breath insisted on telling me his life story. I listened politely for a while; then I excused myself, saying that I hadn't eaten breakfast. (e)_____, the train had started, so I swayed back and forth on my way to the dining car, propelled violently by the motion of the now-moving cars.

5 It occurred to our chief editor, (f)_____, that maybe someone should be sent to find out whether trains are really as efficient and pleasant as they're cracked up to be. I've written a lot of articles on transportation in the last several years, so I was the logical choice to do the investigation because I was considered an "expert". (g)_____, I confidently set out on my journey one rainy Saturday morning.

6 (h) _____ the train finally arrived in Santa Maria, two hours late, I had come to several conclusions as to why people don't take the train, if ours was any indication. First, trains are extremely slow; it had take four hours to go 100 miles. Second, the train was filthy and uninviting. Third, train personnel were generally surly and unhelpful. Forth, the tracks were in terrible condition.

7 Readers of our newspaper know that we favour the increased use and development of mass transit over the building of more highways. For years we've supported those who have been calling for the development of a regional transportation network whose components would be heavy rail, using existing tickets that the big trains run on; light rail, which would mean building new tracks that trolleys and small trains could run on; better bus service; and a metro system. Heavy rail tracks are already there, so heavy rail has got the most favourable press.

8 So does this all mean that I'm now anti-train and pro-highway? No, I'm still a supporter of mass transit. (i) _____, I've learned that the situation isn't nearly as simple as we at the newspaper have been portraying it. All over the country we've allowed trains to deteriorate. We must make them viable again if we expect people to use them we've got to demand excellent, efficient service. That will take money, perhaps (gasp!) even a tax increase. (j)_____, it would be well worth it.

(By John Baca)

V. Decide what you would do if:

1. You were left behind the station?
2. You missed your train?
3. You had to share your compartment with a party of very noisy children?
4. You suddenly missed your ticket when the train began to pull out?

5. You could not get a taxi to take you to the station and you had a lot of luggage?
6. You suddenly discovered that the bag containing your travelling things was gone?
7. You found your berth occupied by another passenger?
8. You had boarded the wrong train?

VI. Read and translate the following dialogues. Make up your own dialogues:

At a Railway Station

1: A. Which train do I take to Victoria, please?

B. 9.28. This end of Platform 2.

A. When do we get there?

B. It gets there at 11.34.

A. Must I change?

B. No, it's a through train.

2: A. Which platform for London bridge, please?

B. 9.27 from Platform 1.

A. What time does it arrive?

B. It takes roughly 2 hours so you'll arrive just before 11.30.

A. Is it necessary to change?

B. No, there is no need to change.

3: A. What time is the next train to Victoria, please?

B. 9.26. Platform 4. Right up at the front.

A. When does it get in?

B. It's due in at 11.35, but they are running late today

A. Need I change trains?

B. Yes. Change at East Croydon.

4: A. When does the London train leave, please?

B. 9.25. Platform 3.

A. What time does it reach London?

B. You should be there at 11.31, but you may be a bit late.

A. Do I have to change?

B. Yes. You should change at Lewes and East Croydon.

VI. Read this advertisement. Write an angry letter to Pan-Anglo Rail. Compare what they say in their advertisement with what you personally experienced during an unbelievably unpleasant journey:

PAN-ANGLO RAIL

TODAY WE OFFER YOU:

Inter-city services at regular intervals
High-speed locomotives
Up-to-date carriages
Luxurious compartments
Buffet cars
Restaurant cars

PLUS:

Efficient freight services in place of the old good trains
Computerized co-ordination in place of old signal boxes
A vast network of underground trains
Regular connections to all major stations

VI. Choose the correct answer.

1. "Do you row?" "I used to, but I haven't used a pair of for years."
a) oars b) paddles c) poles d) rows
2. The sea was so that some of the passengers in the pleasure boat felt seasick.
a) breezy b) choppy c) runny d) wavy
3. They moored the boat to a tree and left it by the river bank.
a) branch b) log c) pole d) stump
4. They loaded the for the voyage onto the ship.
a) food b) meals c) portions d) rations
5. The ship ran on the beach near the harbour.
a) aback b) adrift c) afloat d) aground
6. That boat has an motor at the back.
a) outboard b) outgoing c) outside d) outward
7. At first sight the island seemed to be bare and of any kind of vegetation.
a) absent b) devoid c) minus d) vacant
8. The captain realised that unless immediate action was taken to discipline the crew, there could be a on the ship.
a) mutiny b) rebellion c) riot d) strike
9. The cargo in the hold of the ship many times in the storm.
a) changed b) floated c) shifted d) switched
10. The sea is too far out; we can't swim till the comes in.
a) current b) stream c) tide d) water
11. A lot of driftwood was washed up on to the
a) coast b) coastline c) seaside d) shore
12. The sea was so rough that the little boat
13. When we go fishing we always take a lot of worms for
a) attraction b) bait c) food d) trap
14. Swimming is dangerous here because of the strong across the bay.
a) current b) jet c) motion d) pressure
15. The boat just out to sea.
a) drifted b) slid c) strayed d) wandered

16. After the storm the of a small ship was thrown up on the shore.
a) breakage b) ruin c) wastage d) wreckage
17. The ship was not allowed to unload its
a) burden b) cargo c) freight d) load
18. When the ship docked at Hamburg, they found a in the hold.
a) gate-crasher b) interloper c) stowaway d) trespasser
19. She was very enthusiastic about sailing around the world and now was just to go.
a) bounding b) leaping c) jumping d) roaring
20. I..... with the captain to abandon the ship before it was too late.
a) appealed b) begged c) claimed d) pleaded
21. Due to the bad weather conditions, the lifeboat crew were asked to in case of emergency.
a) stand away b) stand by c) stand in d) stand up
22. He had a escape when his boat was capsized by a sudden gust of wind.
a) close b) narrow c) near d) sudden
23. The waves gently against the shore.
a) bit b) chewed c) lapped d) licked
24. We managed to grab a piece of wood that was floating nearby and we hung on for life.
a) dear b) gentle c) kind d) precious
25. The air-sea search operation is continuing, although hopes of finding survivors are
a) dimming b) dissolving c) fading d) reducing

B: TRAVELLING BY AIR

Topical Vocabulary

• Types of Airplanes	• Parts of Airplanes
aircraft (no plural) – літак; a liner (<i>a big passenger plane</i>)- лайнер; helicopter – вертоліт; jet aircraft – реактивний літак; light aircraft – легкий літак; twin-jet / single-jet plane – літак із двома / одним реактивним двигуном; supersonic liner – надзвуковий літак; biplane – аеробус; glider – планер.	nose – ніс; rudder – кермо керування; hatch – люк; landing gear unit / chassis / undercarriage – шасі; to take in the landing gear unit – забирати шасі; fuselage – фюзеляж; wing – крило; ladder / portable stairs – трап; gangway – місток.
• Parts of an Airport	• Words about Air Travel
a duty-free shop – магазин товарів вільних від сплати мита; a gate – вихід на посадку; a departure lounge (at a gate) – зал	flight – рейс; nonstop flight – безпосадковий рейс; to check in – проходити реєстрацію; to board /to embark / to climb / come

<p>очікування перед виходом на посадку; a runway – злітно-посадочна смуга; a control tower – командно-диспетчерський пункт; a designated area (a designated smoking area) – місце спеціального призначення; a terminal building – термінал; a baggage claim – місце видачі багажу; customs (office) – митниця; customs control – митний контроль; customs hall – митний зал; exchange (currency exchange) – обмін; passport control – паспортний контроль; boarding pass – пропуск на посадку; lost property office – бюро знахідок; gangway – місток.</p>	<p>aboard / on board – сідати на літак; to disembark / to get off a plane – сходити з літака; to take off – злітати; smooth take off – плавний зліт; to gather / pick up / gain speed (for take off) – набирати швидкість для зльоту; to gain height – набирати висоту; to go up in a helicopter – злітати на гелікоптері; boarding – посадка; to taxi – сповільнювати рух літака до чи після зльоту; to cruise at an altitude of – летіти на висоті; to fly at a speed (height) of – летіти на швидкості (висоті); hit at an air pocket – попадати у повітряну яму; to land – приземлитись; to bring the aircraft down / to descend – знизитись; rough / forced landing – вимушена / різка посадка; to fasten / unfasten a seatbelt – застібнути / відстібнути ремені безпеки; at the airport / on the runway / on the helipad / in the air; duty – мито; dutiable / free things – речі, що вимагають / не вимагають сплати мита; to fill in the form – заповнити бланк; entry / exit visa – віза на в'їзд / виїзд; to refuel / refuelling – дозаправка; to have one's passport endorsed – отримати штамп у паспорті; health certificate – медична довідка; to obtain a permission – отримати дозвіл; to change at – зробити пересадку в; air crash – авіакатастрофа; to hijack – викрасти літак; to be overdue – запізнюватись; to call / to announce the flight – об'явити рейс; to divert the flight – змінити маршрут польоту; on schedule – згідно розкладу; to cancel a flight – скасувати рейс.</p>
<p>• Air Travel Jobs</p> <p>pilot the cabin crew a baggage handler an immigration officer – a customs officer (official) – офіцер митниці; captain – капітан; co-pilot / first officer – старший помічник; flight engineer – інженер керування польотом; navigator – штурман; steward(ess) – стюард(еса); ground hostess – стюардеса.</p>	
<p>• Things You Find on a Plane</p> <p>a ladder – трап; an aisle – прохід; a cockpit / pilot cabin – кабіна пілота; a trolley – візок; hand luggage (uncountable) – ручна поклажа; checked baggage/luggage – багаж; excess baggage – багаж вище норми; passenger loading bridge – рукав; smoking / non smoking salon – салон для тих, хто палить / не палить; passenger salon – пасажирський салон; a seat – місце; a seat by the window – місце біля вікна; (overhead) rack – поличка над головою.</p>	

Useful Phrases

- Have you anything to declare?
- Nothing to declare.

- Personal belongings only!
- You'll be left behind.
- Have you got a permission for duty-free importation of the machine?
- Our flight was to depart from gate 9.
- Passengers for the flight 5 for Rome are asked to gate 16.
- Flight 504 for Cl. is due out at 5.
- What's the fare to flight 204?
- Transamerican Airlines announce the departure of flight 12 for Rome.

Questions about flying

Is there a flight to London, please?

Is it a direct flight, or do I have to change planes?

Do they serve food?

What terminal does it leave from?

Is there an airport bus?

Can I have a window/aisle seat?

What time do I have to check in?

What time does it take off?

What time does it land?

How long is the flight?

Buying a plane ticket

– I'd like a ticket to London, please.

– Single or return?

– Return. How much is it?

– That's £150.00 business class, or £65.00 budget.

– Budget then thanks. Can I have a window / aisle seat, please?

– Yes, certainly.

Dialogues:

Mr Smith is checking in at the airport. Checking in at the airport – Conversation

Clerk: Good Morning.

Mr S: Is this the right desk? My flight is BA123.

Clerk: Yes, that's right. I need your passport and your ticket, please.

Mr S: There you go.

Clerk: Thank you. Do you have any luggage to check in Mr Smith?

Mr S: Yes, these two suitcases.

Clerk: Could you put them on the conveyor belt, please.

Mr S: Sure. I don't think they are over.

Clerk: No. That's fine. Would you like a window or an aisle seat?

Mr S: A window seat, please.

Clerk: ... Here are your luggage tags and your boarding card. Your seat is 36B.

Mr S: Thank you. What is the boarding time?

Clerk: The plane is boarding in 30 minutes. You leave from Gate 15. Have a good flight.

Mr S: Thank you. Goodbye.

Buying Air Tickets

Travel agent: Good morning, sir. May I help you?

Traveller: Good morning. I'd like an airline ticket from London to Paris, from Paris to New York, and from New York to London.

Travel agent: When are you planning to travel?

Traveller: On July, 8th from London to Paris. On July, 15th from Paris to New York. And on July, 22nd from New York to London.

Travel agent: First class or economy?

Traveller: Economy class is fine.

Travel agent: It will cost you \$1300, total price.

Traveller: That's fine with me.

Travel agent: Is the ticket in your name, sir?

Traveller: Yes, please. My name's P.A. White.

Travel agent: Here's your ticket, sir. There are three coupons for each leg of your journey. The carrier is British Airways. The code Y is for economy. The baggage allowance is 20 kg.

Traveller: Thanks.

Exercises

I. Choose the correct answer:

1. The plane circled over the airport until the _____ was clear.
a) highway b) landing c) runway d) terminal
2. All flights in and out of the airport came to a _____ because of the strike.
a) closure b) conclusion c) standstill d) stoppage
3. If you carry too much luggage, the airline will charge an _____ baggage fee.
a) additional b) excess c) extra d) over
4. British Airways _____ the departure of Flight 222 to Warsaw.
a) advertise b) advise c) announce d) notice
5. When you get to the airport, your luggage will have to be _____.
a) balanced b) estimated c) sealed d) weighed
6. Because of the fog, our flight was _____ from Heathrow to York Airport.
a) deflected b) diverted c) replaced d) reverted
7. The check _____ time at the airport was eight o'clock.
a) by b) in c) out d) up
8. The _____ from the airport was very tiring as we had to drive through the fog.
a) crossing b) flight c) ride d) voyage
9. It's very strange but I had a(n) _____ that the plane would crash.
a) intuition b) omen c) prediction d) premonition
10. It takes a while to _____ to your surroundings after a long flight.

- a) adjust b) balance c) fit d) settle
11. Much stricter _____ must now be taken at all airports against hijacking.
- a) alarms b) precautions c) protections d) warnings
12. The air hostess told the passengers to _____ their seat belts.
- a) attach b) fasten c) fix d) tie
13. To fly big passenger airliners _____ long training and experience.
- a) calls for b) orders c) picks up d) requisitions
14. The plane was _____ towards the runway when the fire started.
- a) heading b) landing c) sailing d) soaring
15. The _____ from Warsaw to New York takes nine hours.
- a) flying b) journey c) passage d) voyage
16. I'm afraid your luggage is ten kilos _____; you will have to pay extra.
- a) above b) excess c) heavy d) overweight
17. A passenger is not allowed to _____ a lethal weapon when flying by a civilian airliner.
- a) be having b) be owning c) carry d) control
18. Nobody _____ that aeroplane crash.
- a) died b) lived c) recovered d) survived
19. Our _____ was delayed owing to bad weather conditions.
- a) airline b) airway c) flight d) runway
20. When our flight was delayed, we all had a meal at the airline's _____.
- a) account b) cost c) expense d) finance
21. Please, _____ from smoking until the plane is airborne.
- a) exclude b) refrain c) restrain d) resist
22. We _____ to announce a further delay in the departure of flight BE-555.
- a) apologise b) mourn c) regret d) repent
23. Tickets booked on this flight are not _____.
- a) assignable b) moveable c) passable d) transferrable
24. If you want a cheap air ticket you must _____ well in advance.
- a) book b) buy c) engage d) reserve
25. He couldn't _____ his fear of flying.
- a) overcome b) succeed c) triumph d) win

II. Fill in the gaps with the words or phrases from the list below:

Paragraphs 1 and 2

boarding card
check-in desk
conveyor belt
economy
excess luggage
terminal building
trolleys
hand luggage

Paragraph 3

departure lounge
duty-free
immigration officer
passport control
security check

Paragraph 4

announcement
boarding
departure gates
departures board
flight attendant
ground steward
control
import duty

Paragraph 5

baggage
conveyor belt
customs
escalators
Green channel
immigration

Mackenzie Airport welcomes first-time fliers!

Welcome to Mackenzie airport, designed to get your journey off to the right start. Whether you're flying first class, business class, or 1 _____ class, we aim to give you efficiency and comfort. For first-time fliers, we've prepared this leaflet to help you on your way.

When you arrive at the 2 _____ you'll find plenty of 3 _____ for your luggage. Once inside the spacious departures concourse there are over fifty 4 _____ where your ticket will be checked and you'll be given a 5 _____. Your luggage will be weighed and put on a 6 _____ which takes it to the plane. Please note there is a weight limit and any 7 _____ will have to be paid for. You can keep one small bag with you and take it into the plane as 8 _____.

You should then go through 9 _____, where an 10 _____ will look at your passport, and a 11 _____ to make sure you are not carrying any dangerous or illegal items. Now you'll find yourself in the comfort of our modern air-conditioned 12 _____. While you are waiting for your flight to be called, why not buy some cheap 13 _____ goods – alcoholic drinks, cigarettes, perfume, electrical goods, or souvenirs?

Soon you'll hear an 14 _____ or see on the 15 _____ that your flight is 16 _____. It will also tell you which 17 _____ to go to. Here you'll be helped by a 18 _____ and on the plane a 19 _____ will direct you to your seat. Bon voyage!

On your return to Mackenzie Airport we try to offer the same efficient service. After you've passed through 20 _____, your luggage will be waiting on the moving 21 _____ in the 22 _____ hall. Then pass through 23 _____ where you should take either the 24 _____, if you have nothing to declare, or the red channel if you have to pay 25 _____. Once inside the arrival concourse, lifts and 26 _____ will take you to all major transport services.

On behalf of everyone at Mackenzie Airport, I wish you a very pleasant journey.

Neil Thomson, Director of Mackenzie Airport.

Welcome to Mackenzie!

III. Think of four things you like and don't like about travelling by air.

IV. Read and translate the following text into Ukrainian:

Making the Best of Journeys

I've been shocked, but not altogether surprised, when I think of the efforts the human race (adult variety) has made, and makes to keep itself from being bored on journeys. Look what happens when it crosses the sea in a great ship. Everything is organized to prevent boredom – games and concerts and swimming baths and cinema shows – all sorts of things go on, day in, day out. Airports have huge bookstalls and everybody busily buys magazines and papers to read. In the air there is a continual succession of meals and drinks and sweets brought by helpful

airhostesses. No station except the smallest is complete without its railway bookstall, and if you make a journey along any main line for any length of time and look at your grown-up companions you'll find them always hiding behind their papers and magazines.

Nowadays even those who go by motor-car can't do without the radio – at least a lot of adults can't. It's all part of the general idea that journeys are deadly and that they have got to drug themselves with something to get through. Very few people over the age of thirty look out of the window.

Not long ago I was traveling by air from London Airport to Prestwick in Scotland. It takes ages to get into the air, these days – three-quarters of an hour to get through the London traffic in the bus, perhaps another half an hour at the airport until the flight is ready. On some air journeys you spend as much time on the ground as you do in the air between terminals! Waiting for the flight to be announced on the loudspeaker, I looked at the passengers who were going to travel in our aircraft. They were all slumped about the chairs, idly turning over the leaves of magazines, muttering to each other, obviously bored stiff.

All, that is, except the passengers who were in their teens or younger. These were buzzing round the waiting-room with a great deal of zeal – indeed, impatience – looking closely at all the maps of air-routes, working through the time-tables of the different services.

When the flight was at last announced, a boy of about fifteen slipped, quite politely, to the head of the queue, and was one of the first to board the aircraft when we were out on the tarmac. He'd bagged a seat in the rear of the aircraft, by a window that I knew was one of the best for a view of the world below. I sat down behind him. Just after we had taken-off, and everybody had loosened their seat-belts, we both fished traveling atlases of Britain out of our bags.

"Mine's the same as yours," I said, over his shoulder. "I like following the flight; and it's a good day for seeing the ground", he said.

It was a good day; we flew all the way to Scotland between six and eight thousand feet, and there was not a cloud in the sky. Now and then we got up to look out of the port window, to pick up an expected town, or wood, or lake.

We were not far from Birmingham when the captain of the aircraft came through on one of his periodic visits to the passengers. George was looking out of the window and mumbling away on his running commentary. The captain tapped him on the shoulder. "Navigator, eh?" he said. "You seem to know where we are – would you like to meet our navigator and look at his plot?"

"Would I?" said George. You couldn't see his tail for smoke as he scuttled forward through the crew door.

On most longish flights captain once or twice passes a bit of paper down to the passengers which gives the aircraft's speed, height, position, and E.T.A.; or else he announces it over the loudspeaker; or he does both. After some time a voice came over the speaker: "Shortly," it said, "we will see Windermere to our right – I mean starboard. Below us now, on our port side, is Morecambe bay." It sounded rather a young voice. Sure enough, along came Windermere, a silver ribbon in a landscape of great green hills, crowned with spring snow. And the voice told us

when we were flying over Sca Fell, the highest mountain in England, and showed us Carlisle and the Solway estuary, and the hills of the lowlands, also powdered with snow. Some of the grown-ups even put down their magazines for a moment and looked out of the window.

Just before the air-hostess warned us to fasten our safety belts for landing, George came back with a beaming face. "Wizard show," he said, "the navigator's a good type; he showed me all his things and even let me get a position on the loudspeaker."

V. At an airport you are sure to see the signs and notices given below. Study them and explain their meaning.

<i>To the Customs</i>	<i>Check in</i>	<i>Passport Control</i>	<i>Deposits</i>
<i>Immigration</i>	<i>Departure Lounge</i>	<i>Duty Free</i>	<i>Withdrawals</i>
<i>Security</i>	<i>Baggage Reclaim</i>	<i>Arrivals Concourse</i>	<i>Date 2</i>

VI. Here are six announcements made over the public address system of an airport. As you read identify the type of message:

- | | | |
|-----------------------|--------------------------|----------------------------|
| - staff announcement | - delayed flight arrival | - paging a passenger |
| - advertisement | - final flight call | - delayed flight departure |
| - flight cancellation | - warning | - security announcement |

Announcement 1.

Passengers are reminded that smoking is not permitted in any part of the terminal building.

Announcement 2.

Will passenger Eckber from Miami please go to airport Information where your tour leader is waiting.

Announcement 3.

This is a staff call. Will Roger Broom please go to the Baggage Hall immediately. Roger Broom to the Baggage Hall.

Announcement 4.

This is the final call flight IB763 to Madrid. Will any reminding passengers please proceed immediately to gate number 14 where the aircraft is about to depart.

Announcement 5.

British Airways regret to announce the delay of flight BA008 to New York. Passengers should report with their boarding cards to the BA desk where vouchers for refreshments will be given. We would like to apologize for any inconvenience.

Announcement 6.

This is a security announcement. Passengers are reminded not to leave baggage unattended at any time. Any unattended baggage will be removed and may be destroyed.

VII. Translate the following into English:

1. У мене з собою лише особисті речі та декілька дрібниць. Яке мито я повинен заплатити?
2. Будь ласка, відкрийте ваш валізу. У вас є з собою іноземна валюта?
3. Шкода, але вам доведеться заплатити за це мито.
4. Це не підлягає ввезенню в країну.
5. У день від'їзду ми поїхали в аеропорт. Там ми зареєстрували квитки та багаж і пішли в буфет випити чашечку кави.
6. По радіо оголосили, що рейс 234 затримується на дві години.
7. Біля трапу пасажирів зустрічала стюардеса.
8. Через декілька хвилин літак вирушив на злітну смугу.
9. Над кабіною пілота запалилися написи «Не палити!», «Пристебнути реміні!»
10. Стюардеса повідомила, на якій висоті та з якою швидкістю летить літак.

VIII. You are going to ask for a visa to go abroad. Fill in the following form:

VISA APPLICATION FORM

First name..... Mr/Mrs/Ms
 Middle name
 Surname.....
 Date of birth
 Country of birth
 Nationality
 Marital status
 Full postal address.....
 Telephone No with area code.....
 Present occupation
 Name and address of next of kin (if student is under 18).
 Annual income.....
 Who will pay for your trip.....
 Passport No
 Foreign countries visited
 Date.....
 Signature.....

C: Travelling by Sea

Thematic vocabulary

• Types of Ships	• Inside the Ship
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ship – корабль; vessel – судно; boat – корабль, човен; steamer (boat) – пароплав; liner – лайнер, пасажирський пароплав; hydrifoil – судно на підводних крилах; hovercraft – судно на повітряній подушці; yacht – яхта; canoe – каное; punt – плоскодонка; motor boat / launch – моторний човен; barge – баржа; ferry – паром; cargo boat – вантажний корабель; rowing boat – човен для веслування; fork lift truck – автокар; submarine – підводний човен; trawler – траулер; tugboat – буксир; oil tanker – танкер.	cabin – каюта; de luxe cabin / state-room – каюта-люкс; double-berth cabin – каюта для двох; berth – спальне місце; rack – поличка, підставка; porthole / scuttle – ілюмінатор; life boat – рятувальна шлюпка; life belt – рятувальний пояс; .
	• Parts of the Ship
	hold – трюм; gangway / gangplank – трап; anchor – якір; bow – ніс; buoy – буй; cable – трос; deck – палуба; dock – док; engine room – машинне відділення; galley – камбуз; mast – мачта; pole – стов, жердина; promenade deck – верхня палуба (для прогулянок); propeller – гвинт; warehouse – пакгауз; radar – радар; crane – кран; rudder – кермо (корабельне); stern – корма; windlass – лебідка; sail – вітрило.

Useful words and phrases:

I'll report you. – Я буду жалітися на вас.

pier – хвилеріз;

to reserve a passage (a berth, a cabin) on board a ship – замовити квиток ...;

to raise the gangway – підняти трап;

to set sail for – відійти у;

to call at a port – зайти в порт;

to be moored at a pier – бути пришвартованим;

to cast anchor – кинути якір;

to weigh anchor – знятися із якоря;

to have a smooth (rough) voyage (passage, crossing) – здійснити спокійний переїзд;

on board – на борту;

to fasten one's safety / seat belts – пристібнути паски безпеки;

rough sea / calm sea – неспокійне море / спокійне море;

to low the back of the seat – опустити спинку крісла;

tide – приплив / відлив;
stream (current) – течія;
down stream / up stream – униз за течією / уверх за течією;
fresh water – прісна вода;
shipwreck – корабельна аварія;
a stowaway – безквитковий пасажир;
tossing – качка;
pitching – килева качка;
rolling – бокова качка;
to be a poor sailor – пагано переносити морську качку;
a free ride – безквитковий проїзд;
to be sea sick / suffer from sea-sickness – страждати від морської хвороби;
to sneak on board – прокрастися на борт;
to slim smb on board – провести кого-н. на борт без квитка;
steward(ess) – стюардеса;
old salt – морський «вовк»

Dialogue

Arranging a Sea Trip

Travel agent: May I help you?

Traveller: Yes, please. We'd like to take a ship from Stockholm to St. Petersburg.

Travel agent: When are you planning to go?

Traveller: Next Saturday, if there's any ship.

Travel agent: Yes, it leaves Stockholm at 6.00 and goes to St. Petersburg via Helsinki.

Traveller: What time does it arrive in St. Petersburg?.. How long does the whole journey take?

Travel agent: It takes 12 hours to get to Helsinki and 8 hours more to St. Petersburg.

Traveller: So we are due to arrive at about 2 pm the next day, aren't we?

Travel agent: That's right, sir.

Traveller: If we take a two-berth cabin... Is it a cabin with two separate berths?

Travel agent: Right. One above the other, sir.

Traveller: Oh, really? I didn't realize that. Do the upper and the lower berths go under the same price?

Travel agent: They do. It will cost you \$48 each.

Traveller: I see. It won't be late to book the tickets in a day or two, will it?

Travel agent: No problem, sir.

Exercises

I. Match each of the vessels below with the definition

lifeboat raft rowing boat
punt dinghy ferry
submarine barge liner

1. A small boat that you move across water using oars or long poles).
2. A boat that is used to help people who are in danger at sea.
3. A long narrow boat that you move by pushing a long pole against the bottom of the river.
4. A small open boat.
5. A boat that regularly carries people, often with their cars, across a narrow area of water.
6. A flat structure that is used to travel on water. It is made from long pieces of wood tied together.
7. A ship that can travel under water.
8. A boat for carrying goods on a canal or river.
9. A large ship for passengers.

II. Choose the correct answer.

1. The river is so here that you cannot use even a little boat.
a) flat b) narrow c) shallow d) straight
2. In spite of the storm, the Captain the ship safely into port.
a) directed b) drove c) managed d) steered
3. There was a toy boat floating on the of the water.
a) bottom b) flat c) surface d) upper
4. He stood on the of the river, looking down into the water.
a) bank b) beach c) border d) coast
5. Hold on to your lifebelt, otherwise you'll sink.
a) firm b) steady c) strong d) tight
6. There was a terrible storm at sea last night and one of the boats
a) dived b) drowned c) floated d) sank
7. The route into the harbour was marked by a line of
a) buoys b) compasses c) lightships d) signposts
8. There were a number of fishing boats in the harbour.
a) attached b) fixed c) moored d) roped
9. We're going to a cruise on the river next weekend.
a) go b) sail c) take d) travel
10. The crew the sinking ship as fast as they could.
a) abandoned b) escaped c) quit d) surrendered
11. Keep! Don't panic! You will soon be rescued!
a) brave b) calm c) firm d) happy
12. We have been unable to make with the ship by radio for the last two hours.
a) communication b) connection c) contact d) link

III. What are the following ships or boats usually used for?

1. a barge 5. a rowing boat

- 2. a cargo boat 6. a submarine
- 3. a ferry 7. a tanker
- 4. a liner 8. a yacht

IV. Which of the following ships or boats would have funnels, guns, masts, oars, passengers?

funnel guns masts oars passengers |

- a barge
- a cargo boat
- a ferry boat
- a liner
- a rowing boat
- a submarine
- an oil tanker
- a yacht

V. Choose the correct answer.

1. Swimming across that river was a thing for him to do.
a) dangerous b) rough c) stormy d) violent
2. I'm always seasick when the sea is
a) calm b) rough c) unsteady d) wild
3. The "Anna Maria" from Gdansk at 11:00 tomorrow.
a) embarks b) leaves c) sails d) steams
4. The passengers amused themselves playing games on the upper of the ship.
a) deck b) dock c) floor d) platform
5. We saw ships from all over the world in the
a) beach b) harbour c) pier d) shelter
6. I don't want to go into the sea. I'd rather lie on the
a) bank b) beach c) coast d) seaside
7. You must keep in the boat otherwise it will overturn.
a) balanced b) stiff c) still d) straight
8. The boat turned over and sank to the
a) base b) basis c) bottom d) ground
9. The ship's captain and members of the welcomed us on board.
a) cast b) crew c) staff d) team
10. In spite of the terrible storm, the ship was
a) unbroken b) undamaged c) unhurt d) uninjured
11. During the twenty-day cruise, ten will be spent sea, and ten in port.
a) at b) by c) in d) over
12. Although he shouted, his words were in the wind.
a) drowned b) killed c) lost d) stopped

VI. Read and translate the text.

Winter Cruise

Captain Erdman knew Miss Reid very little till the Friedrich Weber reached Haiti. She came on board at Plymouth, but by then he had taken on a number of passengers, French, Belgian and Haitian. The many of whom had traveled with him before. The Friedrich Weber was a freighter sailing regularly from Hamburg to Cartagena on the Columbian coast and on the way touching at a number of islands in the west Indies. She carried phosphates and cement from Germany and took back coffee and timber, but her owners, the brothers Weber, were always willing to send her out of her route if a cargo of any sort made it worth their while. The Friedrich Weber was prepared to take cattle, mules, potatoes or anything else that offered the chance of earning an honest penny. She carried passengers. There were six cabins on the upper deck and six below. The accommodation was not luxurious, but the food was good, plain and abundant, and the fares were cheap. The round trip took nine weeks and was not costing Miss Reid more than forty-five pounds. She looked forward not only to seeing many interesting places, with historical associations, but also to acquiring a great deal of information that would enrich her mind.

The agent had warned her that till the ship reached Port du Prince in Haiti she would have to share a cabin with another woman. Miss Reid did not mind that, she liked company and when the steward told her that her companion was Madam Bollin she thought at once that it would be a very good opportunity to rub up her French. She was only very slightly disconcerted when she found that Madam Bollin was coal-black; she told herself that one had to accept the rough with the smooth and that it takes all sorts to make the world. Miss Reid was a good sailor, as, indeed, was only to be expected, since her grandfather was a naval officer, but after a couple of roughish days the weather was fine and in a very short while she knew all her fellow-passengers. She was a good mixer. That was owner of the reasons why she had made a success of her business, she owned a tea-room at a celebrated beauty spot in the west of England and she always had a smile and a pleasant word for every customer who came in. She closed down in the winter and for the last four years had taken a cruise. You met such interesting people, she said, and you always learnt something. It was true that the passengers on the Friedrich Weber weren't of quite so good a class as those she had met the year before on her Mediterranean cruise, but Miss Reid was not a snob, and thought the table manners of some of them shocked her somewhat, determined to look upon the bright side of things, she decided to make the best of them. She was a great reader and she was glad, on looking at the ship's library, to find that there were a lot of books by Philip Oppenheim, Edgar Wallace and Agatha Christie, but with so many people to talk to she had no time for reading, and she made up her mind to leave them till the ship empties herself at Haiti.

"After all," she said, "human nature is more important than literature."

Miss Reid had a great many interesting talks with her fellow-passengers and she was really sorry when the ship at length reached Port du Prince and the last of them disembarked. The Friedrich stopped two days there during which she visited the town and the neighbourhood. When they sailed she was the only passenger.

The ship was skirting the coast of the island, stopping off at a variety of ports to discharge or take on cargo.

“I hope you will not feel embarrassed alone with so many men, Miss Reid,” said the captain heartily as they sat down to midday dinner. She was placed on his right hand and at table besides sat the first mate, the chief engineer and the doctor. “I’m a woman of the world, Captain. I always think if a lady is a lady, gentlemen will be gentlemen.”

(By S. Maugham)

VII. Use the words from the list to complete this extract from the Princess Caribbean Cruises brochure.

bed-single, double	bidet	telephone
twin armchairs	Jacuzzi	pillow
TV – colour, satellite	mini-bar	sheets
wardrobe	fridge	bathrobe
drawer/ chest of drawers	balcony	trouser-press
mirror	sofa	hair-dryer
en suite facilities	coffee table	personal safe
bath	bedspread	multi-channel radio
shower	cushions	iron and ironing board
toilet	dressing table	veranda

SPACE TO CALL YOUR OWN

Unlike some other cruise lines, princess has never compromised on the spaciousness of its accommodation. We have the largest cabins in the Caribbean for ships of princess class, many with the added bonus of a private 1 _____ – perfect for cocktails when the sun goes down.

Princess cabins have been crafted down to the last detail using coordinated fabrics in softly toning colours. Every room benefits from well-designed 2 _____ with a shower or bath. Our cabins are also noted for their plentiful 3 _____ and 4 _____ space for putting your clothes. Really comfortable beds promise rest-filled nights cradled between fresh white sheets. The majority of 5 _____ can convert to doubles and a number of cabins are designed to accommodate a third or forth person if required.

You’ll also find offered as standard those touches which make all the difference between a good cruise and a truly luxurious one. Such as a 6 _____ to wear after your shower and for your convenience during the cruise, and a luxury toiletries pack. Delicious petit-fours to welcome you to your cabin and a foil-wrapped chocolate on your 7 _____ each night.

There’s a 8 _____ showing a selection of favourite films, programmes, and news around the clock. A 9 _____ offering a choice of music and the BBC World Service when available. A 10 _____ to connect you within the ship or

to anywhere in the world. And in most rooms there's a 11_____ for your valuables and a 12_____ to chill your drinks.

When you travel with Princess, you'll find it all seems like a home from home. But with a window on the world.

VIII. Answer these questions using the Ticket Information section.

- 1) Where can you buy tickets at a cheapest rate?
- 2) What is the cheapest class of ticket?
- 3) Can babies and children travel at a cheaper price?
- 4) What is the way to pay for tickets?
- 5) Can you give or sell your ticket to another passenger?

Ticket Information

-Tickets are available from ticket agents at ports or on the boats (in high season it is sometimes

not possible to buy tickets on board).Ticket prices are regulated by the government.

-Three classes of ticket: first (luxury), second, and third (deck) – most people travel deck class. If

you buy on board you will probably get a tourist class ticket (deck plus 20% surcharge).

-A return ticket usually means a 10% discount.

-Half-fare for children aged 4-10.

-Cash payments only (credit cards not usually accepted).

-Tickets are normally not transferable.

IX. Translate into English.

1. О котрій годині прибуває пароплав? – Пароплав спізнюється. Він буде не раніше 9.30.
2. Коли спустять трап ви зможете зійти на берег.
3. Я погано переношу качку. Мене нудить. – Не хвилюйтеся, від морської хвороби не вмирають. Ходімо на палубу, свіже повітря вам допоможе. Море скоро заспокоїться. Буря вщухла.
4. Кожного разу, коли судно погойдувало, я втрачав рівновагу.
5. Буря була такою сильною, що судно кидало з боку в бік, як шкаралупу.
6. Пароплав зайде в Туапсе розвантажуватися.
7. З якою швидкістю йде пароплав? – 30 вузлів на годину.
8. Я б хотів каюту "люкс» з окремою ванною.
9. Забронюйте, будь ласка, двомісну каюту по правому борту.
10. Каюти другого класу на нижній палубі значно дешевше.

X. Translate into English.

З усіх видів транспорту водний найбільш стародавній. Здавна люди селилися вздовж берегів річок, і по воді найзручніше було потрапити в інше місто або країну.

Вперше людина поплвла, напевно, на плоту. Вона зв'язала два-три дерева їх гілками. Стародавні слов'яни плавали на човнах, які робили з видовбаного стовбура дерева.

За часів Петра I в Росії почали будувати флот – улюблене дітище царя. Нові вітрильні й гребні судна великої вантажопідйомності та надійності з'явилися на північних річках, на Волзі, Камі. З 1709 р. стали будувати судна, придатні для плавання як на річці, так і на морі.

На початку 19 ст. з'явилися перші пароплави. Вітрила змінив механічний двигун – парова машина. І корпуси суден робили вже не з дерева, а з металу. Перший російський пароплав "Єлизавета" був побудований у 1815 р. для рейсів між Петербургом і Кронштадтом. Люди дивилися на нього з недовірою і страхом. А в середині століття товариство «Літак» вже перевозило пасажирів по Волзі на великі відстані.

На початку 20 ст. стали будувати судна з двигунами внутрішнього згоряння – теплоходи. Але пароплави, побудовані дуже добротно ще на початку століття, плавали по Волзі та інших річках і в 80-і роки нашого століття, а деякі з них до цих пір служать плавучими базами відпочинку, на яких пасажири здійснюють туристичні поїздки.

XI. Describe a sea/ocean/river cruise you have gone on or read about. Give as many details as possible.

XII. Write some sections for the “General Information” pages of the cruise brochure.

The headings for 8 sections are given below, together with some information which you can include.

Communications / Telephone and fax available through ship's radio office on-board contact for passengers also possible only when ship at sea (contact).

Electrical / Don't use in cabin – except razors. Hair dryers in appliances cabins. Ironing prohibited.

Laundry service / Special staff for laundry, pressing, ironing needs – small charge. (attend to)

Religious service / On-board chapel – Roman Catholic chaplain. (hold)

Dining reservations / Specify preferred sitting on booking form – smoking/non-smoking, but can't guarantee confirmation at embarkation. (give)

Daily programme / News bulletin of next day's activities to cabin every evening. (deliver)

Disabled / Special cabins on all ships – to provide facilities for passengers disabled, details on request. (adapt)

III. GRAMMAR

1) The Participle.

The **participle** is a non-finite form of the verb which has verbal and adjectival characteristics. There are two participles in English: Participle I (the Present Participle) and Participle II (the Past Participle).

Note: The difference between them is not a difference in tense, but chiefly a difference in voice.

2) Participle I.

Participle I is formed by adding the suffix *-ing* to the stem of the verb.

The **Participle I** has the following forms:

Forms of the Participle I	Active	Passive
<i>Indefinite</i>	He travelled very much <i>making</i> speeches in different cities and towns.	<i>Being invited</i> to the conference we prepared for it thoroughly.
<i>Perfect</i>	<i>Having read</i> the letter, she went upstairs.	<i>Having being asked</i> a lot of questions, the speaker was at a loss of words.

The Functions of Participle I:

Predicative	The idea is very <i>exciting</i> . The story was very <i>entertaining</i> .
Part of a complex object	We heard our neighbours <i>quarrelling</i> . I saw them <i>crossing</i> the street.
Attribute	They were looking forward to the <i>forthcoming</i> trip abroad. We're looking forward to the <i>forthcoming</i> vacation.
Adverbial modifier of time	While <i>staying</i> at a hotel he had dinner in his room. <i>Having written</i> his letter, Jack went to the post-office.
Adverbial modifier of cause	The article <i>being translated</i> into Ukrainian can be read by our students. The dress <i>being made</i> of silk, is smooth and elegant.
Adverbial modifier of comparison	The lecturer stopped speaking as if <i>waiting</i> for some questions. The girl smiled at him as if <i>trying</i> to encourage him.
Adverbial modifier of attendant circumstances	The boys stood in front of the building <i>looking</i> up at the windows. They were standing at the cathedral <i>looking</i> up at its beautiful dome.
Parenthesis	<i>Telling the truth</i> , the film was boring. <i>Judging</i> by the look on his face, he was deeply offended.

2) Participle II.

1. A regular verb + *ed* (*walk – walked, play – played*).

1. An irregular verb – the third form (see the list of irregular verbs) (*come – came, know – known, begin – begun*).

The **Participle II** follows the auxiliary verb in a) perfect verb phrases; b) passive verb phrases.

The **Participle II** is also the verb of a past participle clause.

The Functions of Participle II:

Predicative	The tourists were <i>expressed</i> by this story. The traveller looked <i>tired</i> . The new film was <i>shown</i> on TV.
Part of a complex object	We found the children <i>hidden</i> in the garden. He wants it <i>translated</i> a day after tomorrow.
Attribute	The man <i>saved</i> from drowning was a rich merchant. All liked <i>illustrated</i> books.
Adverbial modifier of time	When <i>invited</i> to the party John took the invitation willingly. <i>When asked</i> about his job, he began to speak enthusiastically.
Adverbial modifier of cause	The article <i>being translated</i> into Ukrainian can be read by our students. The dress <i>being made</i> of silk is smooth and elegant.
Adverbial modifier of comparison	Mary broke into tears as if <i>struck</i> by her friends' words. He broke off as if <i>frightened</i> by the news.
Adverbial modifier of condition / concession	If <i>discussed</i> seriously, the plan is not interesting. Though <i>surprised</i> as Ted's words, Bill said nothing.

Exercises:

I. Supply the correct form of words in brackets:

1. "That's it!" cried the boy (to jump) up of his chair. 2. (To come) from abroad the tourists went sightseeing. 3. (To leave) alone they began to discuss the plan. 4. (To be asked) a question the student was a bit confused. 5. (To buy) a new house, they decided to move into it as soon as possible. 6. I heard my friend (to play) the piano. 7. The boy stood still at the sight of the (to approach) gardener. 8. (To speak) slowly with a strong German accent, the man said: "How do you do?" 9. (To get) an excellent mark, he smiled happily. 10. The letter (to receive) from her friends surprised Alice. 11. She lay on the sofa (to read) a book. 12. (To have) a sweet tooth, she buys a lot of sweets. 13. The toys (to lie) on the floor reminded her of her childhood. 14. (To inform) of the arrival of the guests, they went to the airport. 15. They sell books (to publish) for children.

II. Say whether the following sentences contain gerunds or participles.

1. Our teacher has demonstrated an amazing attitude about that problem. 2. They could stop him from dropping the course. 3. He walked slowly, looking at the shop windows. 4. Seeing is believing. 5. I hate hunting. 6. Having meals alfresco is possible when the weather is nice. 7. We enjoy getting out of town. 8. John's illness kept him from playing tennis for some days. 9. Jack's having passed his exams surprised his teacher. 10. I saw them running across the street. 11. By listening to some pleasant music, he was able to relax. 12. Having done the work, he left the room. 13. Ann sat in an arm-chair reading a book. 14. Speaking

frankly, I am not interested in painting. 15. He entered the room apologizing for his delay.

III. Read the following extract and comment on the usage of participles.

Survival for Hikers

If you plan to go hiking in the wilderness or national park, make sure you are prepared. A compass, a knife and maps are essential items to take with you. You should also take wooden matches in a waterproof case; some concentrated food, such as nuts and dried fruits; and water in a canteen. Plan for emergencies as well. Take along first-aid equipment, shelter for rain, and extra clothes. In order to stay warm, include gloves, extra socks and a wool hat.

If you get lost in the woods, first try to backtrack and find the trail you were on. Look for trail signs other people may have left, such as piles of rocks, tied bunches of grass, or broken branches. Sit down and try to figure out which direction you came from. Then go back that way.

If you can't find the trail, try to explore the area, marking your pass as you go. Climb a tree and look for landmarks. During the day, look for roads or rooftops in the distance. At night, look for lights and sniff the air. You may be able to smell smoke from a campfire. If you detect any of these signs, start to walk in their direction, but if it is dark, find shelter for the night and wait until morning. Even a full moon won't give you enough light, and it can throw shadows that hide dangers.

If you are lost, don't expect to be rescued. Even if someone knows you are lost and sends out a search party, it may not find you. Therefore, if you can get out on your own, do so. However, if you cannot move far for some reason, build a bright fire at night and a smoky one during the day. Try to clear an area that can be seen from the air and use rocks to write a message. You can also use bright colours, shiny metal, or mirrors to signal aircraft. Above all, do not panic.

IV. Fill in the correct participle form.

1. He sitting in an armchair _____ (read) a magazine.
2. _____ (work) in the company for many years, he knew everyone and everything.
3. The cup _____ (fill) with milk stood on the table.
4. _____ (not see) each other for ages, they had a lot to talk about.
5. _____ (born) into a rich family, she got everything she wished for.
6. _____ (be) the child of poor people, he often went to bed hungry.
7. _____ (regret) his words, he apologised.
8. Well _____ (do), we are very proud of you.
9. _____ (park) car, he went to a restaurant.
10. _____ (watch) the film a dozen times, she knew the dialogues by heart.

V. Fill in the Perfect Participle. Decide whether to use active or passive voice.

1. (stop) _____ the car, the police officer wanted to see the documents.
2. (write) _____ the test, we felt relieved.
3. (work) _____ all day, we were quite exhausted in the evening.
4. (send) _____ to counter 24, I had to return to counter 3.
5. (confess) _____, he was accused of even more criminal offences.
6. (arrive) _____ at the station, we called a taxi.
7. (type) _____ by the secretary, the letter was signed by the boss.
8. (interrupt) _____ several times, he was rather annoyed.
9. (live) _____ in Oxford for two years, she spoke English like a native speaker.
10. (rescue) _____, the injured man was taken to hospital.

VI. Translate into English.

1. Пітер повільно йшов вулицями, розглядаючи все навкруги.
2. Коли діти виконали домашнє завдання, вони пішли гуляти.
3. Олена сиділа біля вікна та читала книгу.
4. Добре знаючи англійську, вона працювала перекладачем уже декілька років.
5. Ми спостерігаємо зростаючий інтерес читачів до творів цього письменника.
6. Слухаючи лекцію, студенти були дуже уважні.
7. Отримавши телеграму, він поїхав на станцію.
8. Зараз існує багато ілюстрованих видань.
9. Квитки, придбані в касі, можна поміняти в разі потреби.
10. Усі листи вже надруковано.
11. Щиро кажучи, мені ця ідея не до вподоби.
12. Туристи, що прибули потягом із Великобританії, залишилися задоволеними нашим обслуговуванням.
13. Викладач, екзаменуючи студентів, ставив багато додаткових запитань і намагався оцінити всіх об'єктивно.
14. Студенти з нетерпінням чекали вихідних, що наближалися.
15. Вони сиділи на дивані та читали цікаві статті.

WRITING

1. Describe one of your unforgettable journeys.
2. Discuss the qualities of an experienced traveler (a good knowledge of geography, resourcefulness, adaptability to new situations, the ability to think etc.) – Project.